

Proceedings

of the

Ninth Annual Conference

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

at

Stouffer's Riverfront Inn

St. Louis, Missouri

November 14-16, 1972

— O —

Host Institution

WASHINGTON UNIVERSITY

— O —

Volume 9

Price \$2.00



Proceedings

of the

Ninth Annual Conference

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

at

Stouffer's Riverfront Inn

St. Louis, Missouri

November 14-16, 1972

— O —

Host Institution

WASHINGTON UNIVERSITY

— O —

Volume 9

Price \$2.00

National Association of Summer Sessions

	Page
Institutional Membership	5
Individual Membership	13
Officers and Committees	14
 Program, Ninth Annual Conference	 16
First General Session	19
Second General Session	26
Third General Session	35
Fourth General Session	42
Annual Business Meeting	57
 Reports	
Statement of Receipts and Disbursements	59
Auditing Committee	61
Membership Committee	62
Conference Site Committee	63
Research Committee	64
Newsletter Editor	74
Nominating Committee	75
Resolutions Committee	76
 Constitution and Bylaws	 77
 Ninth Annual Meeting Participants	 81

NATIONAL ASSOCIATION OF SUMMER SESSIONS

Institutional Membership List

July 1, 1972 - June 30, 1973

As of November 16, 1972

1. Adams State College^a
Alamosa, Colorado 81101
2. Adelphi University^a
Garden City, L. I., New York 11530
3. Akron, The University of^a
302 East Buchtel Avenue
Akron, Ohio 44304
4. Alaska, University of
Division of Statewide Services
College, Alaska 99701
5. Alfred University
Alfred, New York 14802
6. American International College
170 Wilbraham Road
Springfield, Massachusetts 01109
7. The American University^a
Room 200, McKinley Building
Nebraska and Massachusetts
Avenue, N. W.
Washington, D. C. 20016
8. Appalachian State University^a
Boone, North Carolina 28607
9. Arizona State University
Tempe, Arizona 85721
10. Arizona, University of^a
Tucson, Arizona 85721
11. Arkansas, University of^a
Fayetteville, Arkansas 72701
12. Arkansas, University of
33rd and University Avenue
Little Rock, Arkansas 72204
13. Ashland College
Ashland, Ohio 44805
14. Assumption College^a
500 Salisbury Street
Worcester, Massachusetts 01609
15. Agustana College
Rock Island, Illinois 61201
16. Babson College
Babson Park, Massachusetts 02157
17. Ball State University^a
Muncie, Indiana 47306
18. Baylor University
Waco, Texas 76703
19. Bellarmine College^a
2000 Norris Place
Louisville, Kentucky 40205
20. Belmont Abbey College
Belmont, North Carolina 28012
21. Benedict College
Harden and Blanding Streets
Columbia, South Carolina 29204
22. Bentley College
Beaver and Forest Streets
Waltham, Massachusetts 02154
23. Black Hills State College
Spearfish, South Dakota 57783
24. Bloomfield College
Bloomfield, New Jersey 07003
25. Boise State College
1907 Campus Drive
Boise, Idaho 83707
26. Boston College^a
Chestnut Hill, Massachusetts 02167
27. Bowling Green State University
Bowling Green, Ohio 43402
28. Brenau College
Gainesville, Georgia 30501
29. Bridgeport, University of
Bridgeport, Connecticut 06602
30. Brigham Young University^a
Provo, Utah 84601
31. Bristol Community College
64 Durfee Street
Fall River, Massachusetts 02720
32. British Columbia, University of
Vancouver, Canada
33. Bronx Community College^a
120 East 184th Street
Bronx, New York 10468
34. Brown University
Waterman Street
Providence, Rhode Island 02912
35. Bryant College
Smithfield, Rhode Island 02917
36. Caldwell College
Caldwell, New Jersey 07006
37. Calgary, University of
Calgary, Alberta, Canada
38. California State Polytechnic
College Kellogg-Voorhis
3801 West Temple Avenue
Pomona, California 91768
39. California State Polytechnic
College
San Luis Obispo
California 93401

40. California State University
Chico, California 95926
41. California State University
25800 Hillary Street
Hayward, California 94542
42. California State University^a
5151 State University Drive
Los Angeles, California 90032
43. California State University
18111 Nordhoff Street
Northridge, California 91324
44. California State University
6000 J Street
Sacramento, California 95819
45. California State University
5500 State College Parkway
San Bernardino, California 92407
46. California State University
5402 College Avenue
San Diego, California 92115
47. California State University^a
San Francisco, California 94132
48. California State University^a
145 South Seventh Street
San Jose, California 95114
49. California State University
at Sonoma
1801 East Cotati Avenue
Rohnert Park, California 94928
50. California, University of^a
Los Angeles, California 90024
51. California, University of^a
Riverside, California 92502
52. California, University of,
at San Diego
P.O. Box 109
La Jolla, California 92037
53. Canisius College
2001 Main Street
Buffalo, New York 14208
54. Carthage College
Kenosha, Wisconsin 53140
55. Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106
56. The Catholic University
of America
Washington, D.C. 20017
57. Centenary College of Louisiana
P.O. Box 4188, Centenary Station
Shreveport, Louisiana 71104
58. Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050
59. Central Washington State College
Ellensburg, Washington 98926
60. Central YMCA Community College
211 West Sacker Drive
Chicago, Illinois 60606
61. Centre College of Kentucky
West Walnut Street
Danville, Kentucky 40422
62. Chapman College
333 North Glassell Street
Orange, California 92666
63. The Church College of Hawaii
Laie, Hawaii 96762
64. Cincinnati, University of
429 Pharmacy Building
Cincinnati, Ohio 45221
65. Clark University
950 Main Street
Worcester, Massachusetts 01610
66. Clatsop Community College
16th and Jerome
Astoria, Oregon 97103
67. Clemson University
Clemson, South Carolina 29631
68. Colby College
Waterville, Maine 04901
69. The Colorado College
Colorado Springs, Colorado 80903
70. Colorado State University^a
Fort Collins, Colorado 80521
71. Concordia Teachers College^a
800 North Columbia Avenue
Seward, Nebraska 68434
72. Connecticut, The University of^a
Storrs, Connecticut 06268
73. Cornell University
B20 Ives Hall
Ithaca, New York 14850
74. Corning Community College
Corning, New York 14830
75. Creighton University
2500 California Street
Omaha, Nebraska 68131
76. Dartmouth College^a
Hanover, New Hampshire 03755
77. Dayton, University of
300 College Park Avenue
Dayton, Ohio 45409
78. Dean Junior College
Franklin, Massachusetts 02038
79. Delaware, University of
Newark, Delaware 19711
80. Delta State College
Cleveland, Mississippi 38732
81. Denver, University of^a
Denver, Colorado 80210

82. De Paul University
25 East Jackson Boulevard
Chicago, Illinois 60604
83. Detroit, University of^a
4001 West McNichols Road
Detroit, Michigan 48221
84. Dickinson College^a
Carlisle, Pennsylvania 17013
85. Dowling College
Oakdale, New York 11769
86. Drake University
25th and University
Des Moines, Iowa 50311
87. D'Youville College^a
320 Porter Avenue
Buffalo, New York 14201
88. Eastern Michigan University
Ypsilanti, Michigan 48197
89. Eastern Montana College
Billings, Montana 59101
90. Eastern New Mexico University^a
Portales, New Mexico 88130
91. Eastern Washington State College
Cheney, Washington 99004
92. Edgewood College^a
855 Woodrow Street
Madison, Wisconsin 53711
93. Edmonton, University of
Edmonton, Alberta, Canada
94. Elgin Community College
District 509
1700 Sparton Drive
Elgin, Illinois 60120
95. Elizabethtown College
Elizabethtown, Pennsylvania 17022
96. Elmhurst College^a
Elmhurst, Illinois 60126
97. Elmira College^a
Elmira, New York 14901
98. Emerson College
130 Beacon Street
Boston, Massachusetts 02116
99. Emory University^a
Atlanta, Georgia 30322
100. Fairfield University
Fairfield, Connecticut 06430
101. Fairleigh-Dickinson
Madison, New Jersey 07940
102. Ferkauf Graduate School
Yeshiva University
New York, New York 10033
103. Fontbonne College
Wydown and Big Bend Boulevard
St. Louis, Missouri 63105
104. Fordham University^a
Room 117, Keating Hall
Bronx, New York 10458
105. Framingham State College
Framingham, Massachusetts 01701
106. Francis T. Nicholls State College
Thibodaux, Louisiana 70301
107. Freed-Hardeman College
Henderson, Tennessee 38340
108. Fresno State College^a
Fresno, California 93726
109. Frostburg State College
Frostburg, Maryland 21532
110. Furman University^a
Greenville, South Carolina 29613
111. Georgetown College
Georgetown, Kentucky 40324
112. Georgetown University^a
Washington, D. C. 20007
113. The George Washington University^a
Washington, D. C. 20006
114. George Williams College
555 - 31st Street
Downers Grove, Illinois 60515
115. Gonzaga University^a
Spokane, Washington 99202
116. Graceland College^a
Lamoni, Iowa 50140
117. Greenville College
Greenville, Illinois 62246
118. Gwynedd-Mercy College
Gwynedd Valley, Pennsylvania 19437
119. Hahnemann Medical College
and Hospital
230 North Broad Street
Philadelphia, Pennsylvania 19102
120. Hampton Institute
Hampton, Virginia 23368
121. Harding College
Searcy, Arkansas 72143
122. Harvard Summer School
735 Holyoke Center
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138
123. Hawaii, University of^a
Honolulu, Hawaii 96822
124. Howard University^a
Washington, D. C. 20001
125. Husson College^a
157 Park Street
Bangor, Maine 04401
126. Idaho, The College of^a
Caldwell, Idaho 83605
127. Idaho State University^a
Pocatello, Idaho 83201
128. Idaho, University of^a
Moscow, Idaho 83843
129. Illinois State University
Normal, Illinois 61761

130. Indiana State University
Terre Haute, Indiana 47809
131. Indiana University^a
Bloomington, Indiana 47401
132. Instituto de Estudios
Iberoamericanos, A.C.
Apartado 358
Saltillo, Coahuila, Mexico
133. Iona College
New Rochelle, New York 10801
134. Ithaca College
Ithaca, New York 14850
135. John Carroll University
Cleveland, Ohio 44118
136. Joliet Junior College
201 E. Jefferson Street
Joliet, Illinois 60432
137. Kansas State Teachers College
Emporia, Kansas 66801
138. Kansas State University^a
Manhattan, Kansas 66502
139. Kearney State College
Kearney, Nebraska 68847
140. Kentucky, University of
Lexington, Kentucky 40506
141. Keystone Junior College
La Plume, Pennsylvania 18440
142. The King's College
Briarcliff Manor, New York 10510
143. King's College
133 North River Street
Wilkes-Barre, Pennsylvania 18702
144. La Salle College^a
Philadelphia, Pennsylvania 19141
145. La Verne College^a
La Verne, California 91750
146. Lehigh University
526 Broadhead Avenue
Bethlehem, Pennsylvania 18015
147. Lemoyne College^a
Syracuse, New York 13214
148. Lenoir-Rhyne College
Lenoir-Rhyne Station, Box 420
Hickory, North Carolina 28601
149. Lesley College
Cambridge, Massachusetts 02138
150. Lethridge, University of
Lethridge, Alberta, Canada
151. Lewis and Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219
152. Lincoln University
Jefferson City, Missouri 65102
153. Louisville, University of^a
Louisville, Kentucky 40208
154. Lowell Technological Institute
Lowell, Massachusetts 01854
155. Loyola College^a
4501 North Charles Street
Baltimore, Maryland 21210
156. Loyola University^a
820 North Michigan Avenue
Chicago, Illinois 60611
157. Loyola University of Los Angeles
7101 West 80th Street
Los Angeles, California 90045
158. Loyola University of New Orleans
New Orleans, Louisiana 70118
159. Macalester College^a
Saint Paul, Minnesota 55101
160. MacMurray College^a
Jacksonville, Illinois 62650
161. Maine, University of
Orono, Maine 04473
162. Maine, University of
122 Payson Smith Hall
96 Falmouth Street
Portland, Maine 04103
163. Manhattan College
Bronx, New York 10471
164. Manhattan Community College,
Borough of (of the City
University of New York)
134 West 51st Street
New York, New York 10020
165. Marquette University^a
Milwaukee, Wisconsin 53233
166. Mars Hill College
Mars Hill, North Carolina 28754
167. Maryland, University of^a
College Park, Maryland 20742
168. Marymount Manhattan College
71st Street
New York, New York 10021
169. Mary Washington College^a
Fredericksburg, Virginia 22401
170. Massachusetts Bay Community
College
57 Stanley Avenue
Watertown, Massachusetts 02172
171. Massachusetts Institute of
Technology^a
Cambridge, Massachusetts 02193
172. Massachusetts, University of^a
Amherst, Massachusetts 01002
173. Memphis State University
Memphis, Tennessee 38111
174. Mercer County Community
College
101 West State Street
Trenton, New Jersey 08608

175. Mercy College of Detroit
8200 West Outer Drive
Detroit, Michigan 48219
176. Miami University
Oxford, Ohio 45056
177. Miami, University of^a
Coral Gables, Florida 33124
178. Minnesota, University of
Minneapolis, Minnesota 55455
179. Misericordia, College of
Dallas, Pennsylvania 18612
180. Mississippi College
Clinton, Mississippi 39056
181. Mississippi State University^a
State College, Mississippi 38762
182. Mississippi Valley State College^a
Ita Bena, Mississippi 38941
183. Mississippi, University of^a
University, Mississippi 38677
184. Missouri, University of^a
Kansas City, Missouri 64110
185. Monmouth College^a
West Long Branch,
New Jersey 07764
186. Montgomery College
51 Mannakee Street
Rockville, Maryland 20850
187. Morgan State College
Baltimore, Maryland 21212
188. Morris, County College of
Center Grove Road
Dover, New Jersey 07081
189. Mount St. Joseph on the Ohio,
College of
Mount St. Joseph, Ohio 45051
190. Mount St. Vincent, College of
Riverdale, New York 10471
191. Mundelein College
6363 Sheridan Road
Chicago, Illinois 60626
192. Nazareth College of Rochester
4245 East Avenue
Rochester, New York 14610
193. Nebraska, University of
Lincoln, Nebraska 68508
194. Nebraska, University of
Omaha, Nebraska 68101
195. Nevada, University of
Las Vegas, Nevada 89109
196. Nevada, University of^a
Reno, Nevada 89507
197. Newark State College^a
Morris Avenue
Union, New Jersey 07083
198. New Hampshire, University of
Durham, New Hampshire 03824
199. New Haven, University of
300 Orange Avenue
West Haven, Connecticut 06516
200. New School for Social Research^a
66 West Twelfth Street
New York, New York 10011
201. New York University^a
Washington Square
New York, New York 10003
202. New York, State University of^a
8 Thurlow Terrace
Albany, New York 12203
203. New York, State University of^a
(Harpur College)
Vestal Parkway East
Binghamton, New York 13901
204. New York, State University of^a
192 Hayes Hall
Buffalo, New York 14214
205. New York, State University of^a
College of Arts and Sciences
Geneseo, New York 14454
206. New York, State University of
Oswego, New York 13126
207. New York, State University of^a
Plattsburgh, New York 12901
208. New York, State University of
Pierrepont Avenue
Potsdam, New York 13676
209. Norfolk State College
24010 Corprew Avenue
Norfolk, Virginia 23504
210. North Carolina Agricultural and
Technical State University
Greensboro, North Carolina 27411
211. North Carolina Central University
Durham, North Carolina 27707
212. North Carolina Pembroke
State University
Pembroke, North Carolina 28372
213. North Carolina State University^a
Raleigh, North Carolina 27607
214. North Carolina, University of
University Heights
Asheville, North Carolina 28801
215. North Carolina, University of^a
102 Peabody Hall
Chapel Hill, North Carolina 27514
216. North Carolina, University of
UNCC Station
Charlotte, North Carolina 28213
217. North Carolina, University of^a
Greensboro, North Carolina 27412
218. North Dakota, University of
Box 8069
Grand Forks, North Dakota 58202
219. Northern Colorado, University of
Greeley, Colorado 80631

220. Northern Iowa, University of^a
Cedar Falls, Iowa 50613
221. North Park College
5125 North Spaulding
Chicago, Illinois 60625
222. Northwest Nazarene College
Nampa, Idaho 83651
223. Norwich University
Northfield, Vermont 05663
224. Notre Dame, University of^a
Notre Dame, Indiana 46556
225. Ohio Dominican College
1216 Sunbury Road
Columbus, Ohio 43219
226. Ohio Northern University
Ada, Ohio 45810
227. Oklahoma, The University of
660 Parrington Oval, Room 215
Norman, Oklahoma 73069
228. Old Dominion University
P.O. Box 6173
5215 Hampton Boulevard
Norfolk, Virginia 23508
229. Oral Roberts University
Tulsa, Oklahoma 74102
230. Oregon Technical Institute
Oretech Branch Post Office
Klamath Falls, Oregon 97601
231. Oregon, University of^a
Eugene, Oregon 97403
232. Pacific, University of^a
Stockton, California 95204
233. Pacific Luthern University
Tacoma, Washington 98447
234. Pacific Union College
Angwin, California 94508
235. Philadelphia College of Bible
1800 Arch Street
Philadelphia, Pennsylvania 19103
236. Pittsburgh, University of
4200 Fifth Avenue
Pittsburgh, Pennsylvania 15213
237. PMC Colleges
14th and Chestnut Streets
Chester, Pennsylvania 19013
238. Portland State University
P.O. Box 751
Portland, Oregon 97207
239. C.W. Post Center of Long Island
University
Greenvale, New York 11548
240. Prince George's Community
College
301 Largo Road
Largo, Maryland 20027
241. Princeton Theological Seminary
Princeton, New Jersey 08540
242. Providence College^a
Providence, Rhode Island 02908
243. Puerto Rico, University of
Rio Piedras, Puerto Rico 00931
244. Puget Sound, University of
1500 North Warner
Tacoma, Washington 98416
245. Purdue University
2101 Coliseum Boulevard East
Fort Wayne, Indiana 46805
246. Queensborough Community College
Bayside, New York, New York 11364
247. Queens College of the City
University of New York
Flushing, New York 11367
248. Quinsigamond Community College
251 Belmont Street
Worcester, Massachusetts 01605
249. Redlands, University of
1200 East Colton Avenue
Redlands, California 92373
250. Regis College^a
West 50th and Lowell Boulevard
Denver, Colorado 80221
251. Regis College
Weston, Massachusetts 02193
252. Rensselaer Polytechnic Institute
Troy, New York 12181
253. Rhode Island College^a
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908
254. Rhode Island, University of^a
Kingston, Rhode Island 02881
255. Richard Bland College of the
College of William and Mary
Petersburg, Virginia 23803
256. Richmond, University of^a
Richmond, Virginia 23173
257. Ricks College
Rexburg, Idaho 83440
258. Rider College
Trenton, New Jersey 08602
259. Roanoke College
Salem, Virginia 24153
260. Roberts Wesleyan College
North Chili, New York 14514
261. Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623
262. Rochester, The University of^a
Rochester, New York 14627
263. Rockhurst College^a
53rd and Troost Avenue
Kansas City, Missouri 64110
264. Rocky Mountain College
Billings, Montana 59102

265. Rutgers — The State University
New Brunswick, New Jersey 08903
266. St. Andrews Presbyterian College
Laurinburg, North Carolina 28352
267. St. Anselm's College
Manchester, New Hampshire 03102
268. St. Bonaventure University^o
St. Bonaventure, New York 14778
269. St. Francis College
605 Pool Road
Biddeford, Maine 04005
270. St. Francis College
Remeen Street
Brooklyn, New York 11201
271. St. John's University
Grand Central and Utopia
Parkways
Jamaica, New York 11432
272. St. Joseph's College
Philadelphia, Pennsylvania 19131
273. St. Lawrence University
Canton, New York 13617
274. St. Mary's College
Notre Dame, Indiana 46556
275. St. Michael's College^o
Winooski, Vermont 05404
276. St. Norbert College^o
West De Pere, Wisconsin 54178
277. St. Peter's College^o
2641 Kennedy Boulevard
Jersey City, New Jersey 07306
278. San Francisco, University of
San Francisco, California 94117
279. Santa Fe, College of
Santa Fe, New Mexico 87501
280. Savannah State College
Savannah, Georgia 31404
281. Scranton, University of^o
Scranton, Pennsylvania 18510
282. Seattle Pacific College
3307 Third Avenue West
Seattle, Washington 98119
283. Seton Hall University^o
South Orange, New Jersey 07079
284. Southeastern Mass. Technological
Institute
North Dartmouth, Mass. 02747
285. Southern California, University of^o
University Park
Los Angeles, California 90007
286. Southern Colorado State University
900 West Orman Avenue
Pueblo, Colorado 81005
287. Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06515
288. Southern Oregon College
1250 Siskiyou Boulevard
Ashland, Oregon 97520
289. Southwest Missouri State
University
Springfield, Missouri 65802
290. Southwestern Louisiana,
University of
Lafayette, Louisiana 70501
291. Southwestern Michigan College
Cherry Grove Road
Dowagiac, Michigan 49047
292. Spring Arbor College
Spring Arbor, Michigan 49283
293. Springfield College^o
Springfield, Massachusetts 01109
294. Spring Hill College
Mobile, Alabama 36608
295. Stratford College
Danville, Virginia 24541
296. Suffolk University^o
Beacon Hill
Boston, Massachusetts 02114
297. Temple University^o
Philadelphia, Pennsylvania 19122
298. Tennessee State University
3500 Centennial Boulevard
Nashville, Tennessee 37203
299. Towson State College^o
Baltimore, Maryland 21204
300. Trenton State College^o
Trenton, New Jersey 08625
301. Trinity University
715 Stadium Drive
San Antonio, Texas 78212
302. Tufts University^o
Medford, Massachusetts 02155
303. Tulane University^o
New Orleans, Louisiana 70118
304. Ursinus College
Collegeville, Pennsylvania 19426
305. Utah State University^o
Logan, Utah 84321
306. Utah, University of
Salt Lake City, Utah 84112
307. Valparaiso University
Valparaiso, Indiana 46383
308. Vermont, University of^o
Burlington, Vermont 05401
309. Villanova University^o
Villanova, Pennsylvania 19085
310. Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23220
311. Virginia Military Institute
Lexington, Virginia 24450

312. Virginia Polytechnic Institute
Blacksburg, Virginia 24061
313. Wagner College
Staten Island, New York 10301
314. Wake Forest University
Winston-Salem, North Carolina
27106
315. Walla Walla College^a
College Place, Washington 99324
316. Washington University
Skinker and Lindell
St. Louis, Missouri 63130
317. Washington, University of
Seattle, Washington 98105
318. Waynesburg College
Waynesburg, Pennsylvania 15370
319. Weber State College
3740 Harrison Boulevard
Ogden, Utah 84403
320. Wesleyan University^a
Wesleyan Station
Middletown, Connecticut 06457
321. West Chester State College
West Chester, Pennsylvania 19380
322. Western Carolina University
Cullowhee, North Carolina 28723
323. Western Illinois University^a
Macomb, Illinois 61455
324. Western Maryland College^a
Westminster, Maryland 21157
325. Westfield State College
Westfield, Massachusetts 01085
326. Wichita State University
1845 Fairmount Street
Wichita, Kansas 67208
327. Wilkes College
South River Street
Wilkes-Barre, Pennsylvania 18703
328. William and Mary, College of
Williamsburg, Virginia 23185
329. William Penn College^a
Oskaloosa, Iowa 52577
330. Wisconsin State University^a
River Falls, Wisconsin 54002
331. Wisconsin State University^a
Whitewater, Wisconsin 53190
332. Wisconsin, The University of
120 South University Circle Drive
Green Bay, Wisconsin 54302
333. Wisconsin, The University of —
Parkside
Wood Road
Kenosha, Wisconsin 53140
334. Wisconsin, University of^a
Madison, Wisconsin 53706
335. Wisconsin, University of
Milwaukee, Wisconsin 53201
336. Wofford College
Spartanburg, South Carolina 29301
337. Worcester Polytechnic Institute^a
Worcester, Massachusetts 01609
338. Xavier University^a
Cincinnati, Ohio 45207
339. York College of the City
University of New York
158-11 Jewel Avenue
Flushing, New York 11365

^aInstitutional Charter Member

NATIONAL ASSOCIATION OF SUMMER SESSIONS*Individual Membership List***July 1, 1972 - June 30, 1973**

As of November 16, 1972

1. Mr. Arthur J. Brissette
Director, Continuing Education
Sacred Heart University
5229 Park Avenue
Bridgeport, Connecticut 06604
2. Mr. Edward J. Connors
Director, Continuing Education
New Hampshire College
2500 North River Road
Manchester, New Hampshire 03104
3. Mr. Howard S. Geer
Assistant Academic Dean
Montgomery College
51 Mannakee Street
Rockville, Maryland 20850
4. Mr. Ernest M. Greenberg
New Hampshire College
Manchester, New Hampshire 03101
5. Dr. J. D. Humberd
Grace College
Winona Lake, Indiana 46590
6. Dr. Frederick B. Tuttle^a
Director of Educational Programs
Office of Public Affairs
National Aeronautics and Space
Administration
Washington, D. C. 20546
7. Ms. Wendy G. Whalen
Director of Summer Session
Belknap College
Center Harbor, New Hampshire 03226

^aIndividual Charter Member

National Association of Summer Sessions

OFFICERS AND COMMITTEES

1972

NATIONAL OFFICERS

CHARLES NOYES	University of Mississippi, <i>President</i>
WILLARD EDWARDS	California State University at Northridge, <i>President-Past</i>
HARRIET D. DARROW	Indiana State University, <i>President-Elect</i>
STUART H. MANNING	The University of Connecticut, <i>Secretary</i>
LOYD R. O'CONNOR	California State University at San Francisco, <i>Treasurer</i>

Regional Vice Presidents

Northwestern, PAUL KAUS	University of Idaho
Western, RICHARD T. DANKWORTH	University of Nevada at Reno
West Central, GORDON TERWILLIGER	Wichita State University
Southwestern, N. LEE Dunham	Baylor University
East Central, NANCY ABRAHAM	University of Wisconsin
Southeastern, WILLIAM BROTHERTON	Memphis State University
Middle States, CHARLES BRUDERLE	Villanova University
New England, GEORGE COLE	Southern Connecticut State College

COMMITTEES

Auditing Committee

MARJORIE JOHANSEN, <i>Chairman</i>	University of California at Los Angeles
JAMES Blackhurst	State University of New York at Buffalo
CHARLES W. COLE	George Washington University
DONNA LOU HARDINGHAM	Rutgers—the State University

Conference Site Committee

DARREL MEINKE, <i>Chairman</i>	Concordia Teachers College
VIRGINIA ANDERSON	University of Minnesota
WILLIAM BRIGHT	California State University at Los Angeles
GEORGE FUIR	Boston College
CLAUD B. GREEN	Clemson University

Governmental Relations Committee

CHARLES P. BRUDERLE, <i>Chairman</i>	Villanova University
--------------------------------------	----------------------

Newsletter

JOSEPH PETTIT, <i>Editor</i>	Georgetown University
------------------------------	-----------------------

*Local Arrangements Committee*MICHAEL U. NELSON, *Chairman*

Washington University

*Nominating Committee*WILLARD EDWARDS, *Chairman*

California State University

at Northridge

University of Idaho

PAUL KAUS

RICHARD T. DANKWORTH

University of Nevada at Reno

GORDON TERWILLIGER

Wichita State University

N. LEE DUNHAM

Baylor University

NANCY ABRAHAM

University of Wisconsin

WILLIAM BROTHERTON

Memphis State University

CHARLES BRUDERLE

Villanova University

GEORGE COLE

Southern Connecticut State College

*Program Committee*HARRIET D. DARROW, *Chairman*

Indiana State University

*Research Committee*MICHAEL U. NELSON, *Chairman*

Washington University

*Resolutions Committee*MILTON HARDIMAN, *Chairman*

Lincoln University

GEORGE COLE

Southern Connecticut State College

GEORGE FUIR

Boston College

*Membership Committee*STUART H. MANNING, *Chairman*

The University of Connecticut

REGIONAL VICE PRESIDENTS:

PAUL KAUS, Northwestern

University of Idaho

RICHARD T. DANKWORTH, Western

University of Nevada

at Reno

GORDON TERWILLIGER, West Central

Wichita State University

N. LEE DUNHAM, Southwestern

Baylor University

NANCY ABRAHAM, East Central

University of Wisconsin

WILLIAM BROTHERTON, Southeastern

Memphis State University

GEORGE COLE, New England

Southern Connecticut

State College

CHARLES BRUDERLE, Middle States

Villanova University

Program

**NINTH ANNUAL CONFERENCE
NATIONAL ASSOCIATION OF SUMMER SESSIONS**

November 14-16, 1972

Stouffer's Riverfront Inn

St. Louis, Missouri

THEME: Summer Sessions: Catalyst for Higher Education

Host Institution: WASHINGTON UNIVERSITY

TUESDAY, NOVEMBER 14, 1972

- 8:30 a.m. Executive Committee Breakfast
- 9:00 a.m. Registration
- 10:00 a.m. Workshop for New Summer Sessions Directors
LEADER: Nancy Abraham, University of Wisconsin
- 10:30 a.m. Committee Meetings
Regional Vice Presidents: Meet in Headquarters Suite with President Noyes
AUDIT: Marjorie Johansen, University of California at Los Angeles
CONFERENCE SITE: Darrel Meinke, Concordia Teacher's College
GOVERNMENT RELATIONS: Charles Bruderle, Villanova University
MEMBERSHIP COMMITTEE: Stuart H. Manning, The University of Connecticut
NOMINATING: Willard Edwards, San Fernando Valley State College
RESEARCH: Michael U. Nelson, Washington University
RESOLUTIONS: Milton Hardiman, Lincoln University
NEWSLETTER: Joseph Pettit, Georgetown University

12:00 noon Annual Conference Luncheon

Chairman: Charles E. Noyes, University of Mississippi

Welcome: Dr. John Ervin, Dean, School of Continuing Education, Washington University

1:30 p.m. FIRST GENERAL SESSION

Chairman: Charles E. Noyes, University of Mississippi

Speaker: Thomas H. McGrath, President, California State University at Sonoma

Topic: Summer Sessions: Catalyst for Higher Education

3:15 p.m. ANNOUNCEMENTS: Michael U. Nelson, Washington University

WEDNESDAY, NOVEMBER 15, 1972

8:30 a.m. Registration

9:00 a.m. SECOND GENERAL SESSION

Chairman: Harriet D. Darrow, Indiana State University

Introduction of Program: Lloyd O'Connor, California State University at San Francisco

Panel:

Freeman F. Gosden, Chairman — President, Dart Industries
Bruce L. Mazzie, Deputy Associate Director for Recruitment
for ACTION

Bernie Milinsky, President, Western District Mail Marketing

Topic: "All You Ever Wanted to Know About Marketing, but . . ."

10:00 a.m. Break

10:30 a.m. Panel of Summer Deans

Topic: "Evaluating the Summer Sessions"

Chairman: Robert Richey, Indiana University

Panelists:

Greg Prince, Dartmouth

George Williams, Regis College

Denis Kigin, Arizona State University

Group response and questions

12:00 noon Lunch Break

2:00 p.m. THIRD GENERAL SESSION

Topic: "Solving Our Problems Through Simulation:"

Group 1. Private Institutions

Workshop Coordinator: Jack Blendinger, University of California at San Diego

Group 2. Public Institutions—Under 2,500 Summer Enrollment

Workshop Coordinator: William Bright, California State University at Los Angeles

Group 3. Public Institutions—Over 2,500 Summer Enrollment

Workshop Coordinator: Clayton Gjerde, California State University at San Diego

5:30 p.m. Social Hour

7:00 p.m. Annual Conference Banquet

Chairman: Michael U. Nelson, Washington University

Invocation: Rev. Robert Mohan, The Catholic University of America

Entertainment: Washington University Madrigal Singers

THURSDAY, NOVEMBER 16, 1972

9:00 a.m. FOURTH GENERAL SESSION

Chairman: N. Lee Dunham, Baylor University

Topic: "NASS Serving Its Membership"

Reflections, William H. Jones, Emory University

Projections, Charles E. Noyes, University of Mississippi

"What Did We Learn Through Simulation?", Jack Blendinger, University of California at San Diego

10:15 a.m. Annual Business Meeting

12:00 noon Administrative Council Luncheon

FIRST GENERAL SESSION**TUESDAY, NOVEMBER 14, 1972**

Presiding — Charles E. Noyes, President of NASS
The University of Mississippi

"Summer Sessions: Catalyst For Higher Education"

Thomas H. McGrath
President, California State College, Sonoma

When Harriet Darrow invited me to serve as your keynote speaker I readily accepted for two very special reasons. First, she made me an offer I couldn't refuse—the topical theme "Summer Sessions: Catalyst For Higher Education" was something I personally believed in. And, secondly, I have spent a good deal of my time this past year working with Summer Session Deans, Deans of Extension and Deans of Continuing Education in the California State University and College System, as Chairman of the Commission on External Degree Programs. Through this experience I have come to have a new appreciation for what goes on in our summer session, extension and extended day programs—and I am impressed. So you see, sharing my thoughts with a group of Summer Session administrators was a natural.

I noted in a recent issue of your Association Newsletter that your attention was called to the "winds of change blowing through the groves of academe."

There has never been a time, I think, when the winds of change were blowing so strongly. It is now quite obvious to even the most casual observer that we are now witnessing many new thrusts in higher education. The one I wish to direct our particular attention to is commonly referred to as "non-traditional studies." Summer Session Deans must find it amusing, as well as satisfying, that among the current non-traditional themes getting a great deal of attention, is the external degree movement. Many people in higher education have recently come to the sudden realization, what Summer Session administrators have known and practiced for years—that degrees can be earned by students working outside of the traditional lock-step, in residence framework.

Summer sessions have always served their institution as well as their students in rather unique ways. Many of today's so-called "innovations" in higher education were forged on the anvil of the summer session. Interdisciplinary studies, independent study with on-campus concentrations of seminars and examination periods, the workshop approach, the mixing of mature adults and traditional college-age students, the concept of educa-

tional recycling, the stop-out concept, all of these and more have been common to our Summer Sessions. We also know that faculty members, teaching in summer programs, often experiment with the content as well as the format of their courses. Yes, summer sessions have indeed been the *catalysts* for much of what we know today as innovation in higher education.

I have noted in reading the materials the officers of your Association kindly sent me, that summer sessions across the country are experiencing a number of enrollment, fiscal, growth and identity problems. I don't need to remind you of all of the specifics, for you're more familiar with them than I. Let me, however, point out just two.

The Fleischman Commission in New York has recently recommended the elimination of extra salary increments earned by teachers who get advanced degrees.

In California, and elsewhere, they are developing school district run teacher centers for in-service training. There may or **may** not be any college or university involvement in the operation of these professional development centers.

Our State University and College system has just established a Summer Session Task Force composed of faculty members and administrators to study and make systemwide recommendations regarding our Summer Session programs. The marked downward trend in Summer Session enrollments and what this portends for the future has many of us concerned. Preliminary information shows that the trend became more pronounced during the 1972 summer session, with a median drop of 12.8 percent from the previous year enrollments. Only one of our 19 institutions showed an increase and only one other failed to show a loss (that exception was your treasurer's institution—Lloyd O'Connor's San Francisco State). All other campuses had enrollment decreases ranging from 7 to 39 percent.

Of course, we anticipate that our newly appointed Task Force will find the reasons for this decline in enrollment, but, as usual, we also have our tentative answers before we do our research. Some of the speculation as to the reasons for the decline in enrollments are being attributed to:

Lack of innovation in Summer Session course offerings—simply duplications of regular session offerings.

Ineffective merchandising of those programs which are offered.

Insufficient market research before programs are launched.

Lack of motivation on the part of already overloaded faculty members and department chairmen to go the extra mile and carry the additional workload necessary to plan, promote, launch and carry out new programs.

The fact that fewer students are interested in accelerating their degree-time by taking Summer Session work.

An increase in Summer Session fees coming at a time when personal and institutional economics were getting very tight.

Fewer school districts were awarding salary increments on the basis of in-service training or graduate units.

The fact that many independent colleges and universities are moving into more flexible external degree or open university programs and offering resident credit for a greater variety of courses and programs.

Several trends in student attitudes—namely, many students now simply wish to use higher educational institutions for their own purposes—that is to take from our institutions what serves their self-development purpose, without regard to credentials, requirements or degrees. On the other hand there is a growing number of students which are so professionally or vocationally oriented that they want little else than those courses which have been traditionally offered by proprietary institutions.

In view of such pessimistic observations one might well ask why has California launched such a massive effort to develop external degree programs through the extension and summer session vehicle. Two very good reasons. One, we can do things right now through our summer sessions or extension programs that might take us two to five years to get approved and financed in a traditional setting. Permit me to cite an example.

Last year California State College, Sonoma, in cooperation with the Office of the Chancellor sponsored a statewide conference on grantsmanship. We invited representatives from all the usual Federal agencies, private foundations, business and industry, and of course higher education. One of our key speakers was Frank Newman. He told us then, and it has subsequently come out in some of the reports on his second Task Force, that they were recommending the development of autonomous new systems of higher education, independent of any on-going system, simply because of the problems of getting meaningful innovation working in traditional institutions. Their proposed "Regional Examining Universities" represented one form of this new thrust.

Our second reason for launching External Degree programs was the fact that we were convinced that there was a real market "out there" if we could correctly identify it and develop programs aimed specifically at our targets.

According to the Census Bureau in 1971 there were 42.5 million people in the U.S. who have not received a secondary education; of these 35 million were under the age of 45. There were 14 million who have had from one to three years of college, and of these, 10 million are under the age of 45. These 14 million are a prime market for summer session programs, extension, or external degree. In addition, we believe that there are large numbers of young people who would prefer an alternate to traditional campus programs.

It is clear that there are thousands of individuals who have two or three years of college and are "dead-ended" in their present paraprofessional positions because they can neither find the time nor the resources to avail themselves of full-time, on campus college attendance.

Perhaps some of you read the recent article on Summer Sessions by Jack Blending in *College and University Business*. Jack is the Assistant Director of Summer Sessions at the University of California, San Diego, and I note that he is an active participant in this annual meeting. He chaired a symposium on marketing at last December's meeting of the Western Association of Summer Session Administrators and his article grew out of that session.

I was particularly struck with the title of Jack's piece—"Merchandising Summer Sessions Begins With Having Something To Sell." I was also impressed that he invited a couple of "outsiders" to his session—two advertising executives from industry. Although I commend the entire article to you, for my purposes, I want to put out just two of the recommendations these business professionals made. First, find out what people want and then decide if you have the resources to meet that need at a competitive price. Secondly, develop a quality product and merchandise it aggressively. This is our approach in California.

As part of our efforts to launch external degree programs we have contracted for a massive market survey. Close to 400,000 questionnaires are being mailed to California homes as part of this market analysis. As another part of our efforts to study potential markets, we have engaged in a cooperative survey of the major statewide governmental agencies, such as the Department of Corrections, the Highway Patrol, the Department of Human Resources Development, the Youth Authority and the Department of Mental Hygiene.

It is our present estimate that there is a potential enrollment in external programs in California of at least 72,000 individuals. In making this estimate we assumed that these programs would be financed by our current, self-support, extension fee. If the fee was reduced to only what is charged for on-campus courses, the estimated number of enrollees would more than double to some 150,000.

I thought perhaps that you might be interested in some of the preliminary analyses of the data we have on this market. Our research indicates that our potential enrollees tend to be relatively well educated, relatively affluent individuals engaged primarily in professional or managerial occupations. The data indicate that the respondents are demanding an educational package of substance. They want neither educationally impoverished nor inconsequential programs.

The more broadly based a program or major, and the more it is tailored to the individual needs and educational aspirations of the respondent, the more likely it will find support. Non-traditional and innovative educational models generally receive a high level of interest.

A lengthy list of questionnaire items dealing with times and location of instruction, as well as mode of instructional delivery, was subjected to factor analysis. Let me describe these factors in order of popularity.

Factor I *Independent Study / Weekend College*

This was the most popular factor. For example, 89% of the respondents indicated that they thought it would be suitable or desirable to participate in a program which would combine independent study with a weekend seminar which would meet once a month or bi-monthly.

Factor II *Independent or Self-Study*

Eighty-seven percent of those wanting to enroll in an external program indicated particular interest in this model of instructional delivery.

Factor III *Evening College (Week Night)*

Eighty-two percent of our potential external students expressed a preference for evening classes near their own residences. This percentage dropped to 45% for classes offered on the campus, if it was 30-60 miles away.

Factor IV *Weekend College*

Eighty percent of the respondents indicated an interest in a program which would offer courses one Saturday per month for a semester.

Factor V *Educational Television*

Two-thirds of the potential external students would find educational television acceptable, but that proportion drops to one-third as soon as the requirement is imposed that they meet periodically with the instructor. (I'm not certain just what this means.)

Factor VI *Summer Study*

The only mode of delivery less popular than summer session study was gaining course credit through USAFI courses. While 2 out of 5 individuals would find intensive two-week periods of instruction during the summer acceptable, this proportion drops to 1 in 3 for regular 6-week summer session programs.

I should caution that I don't believe that we should interpret these data as a true indicator of the viability of summer sessions. However, taken with other indices, it would appear that for many of our institutions, the traditional summer session needs a good deal of re-evaluation and that new markets must be explored if we are to make effective use of our resources.

I opened these remarks by referring to the winds of change blowing through the groves of academe. Let me close by making some observations from the California weather satellite.

For the past fifteen months I have served as the State University and Colleges representative on a Select Committee studying California's Master Plan for Higher Education. The report of this committee of distinguished lay citizens is being presented to the Coordinating Council for Higher Education this week. During the course of our year and a half study we took testimony from students, faculty members, organized groups, national leaders and researchers in education, etc. Out of all of this I believe there are certain unmistakable trends, many of which have a direct application to summer sessions. I don't present these as new discoveries or insights—merely as personal observations related to trends and emphasis as I heard them presented to this committee.

Collegiate educational programs in the '70's will not be limited by arbitrary time, space age or dimensions. The campus will become a base of operation and a learning resource center from which programs and services emanate. There will be an increased use of the total business, industrial, governmental and cultural community as a learning environment.

We must match needs with services, and there will be a shift in emphasis from institutional demands on students to student demands on institutions.

The traditional student years (18-25) will be expanded in order to accommodate periods of work experience, travel, social service, apprenticeships, internships, etc.

There will develop in the '70's a marked expansion of the need for technical and professional re-cycling. The State and national economy will continue to cause major and rapid shifts in manpower and training needs. Even though techniques for the prediction of these trends may be improved, they will never reach that level of confidence where we can predict, with satisfactory exactitude, the real demand and supply. Post-secondary education must be responsive to these dynamic changes and institutions must be ready to initiate needed programs on short notice. They must also be willing to phase programs out after the need has been met.

The educational level of the general population will continue to rise. Interest in personal development, and the use of available time to satisfy this need will bring new demands on education as the shorter work day and week becomes commonly available at all levels of employment. Citizens will demand post-secondary educational opportunities which improve the quality of life and the development of the individual—and they will have the necessary time and resources to accomplish this.

Institutions will expand their procedures for accommodating students who wish to take challenge examinations, advanced placement examina-

tion, credit for work experience, credit for on-the-job training, internships, independent contract study, or other means of recognition of the value of non-traditional educational experiences.

Inter-institutional cooperation will expand with the development of regional, statewide and national consortia to meet needs not being served.

Interest in cost-benefit relationships, productivity, cost effectiveness, input-output ratios, performance contracting, etc., will increase markedly in the '70's. If more citizens are to be served, and if resources continue to be limited, it is apparent that those responsible for post-secondary education are going to be held accountable for finding the most effective methods and educational delivery systems.

The dichotomy which has developed between extension, summer session, external, open, etc., programs, and the traditional on-campus or resident credit programs is false and should be abandoned. Continuing education will become a more accepted term to describe programs aimed at satisfying these needs on or off campus. Post-secondary education will be thought of as a continuum which may peak for different individuals at different times and in varying cycles—interspersed with work, travel, independent study, resident study, etc. The concept of "drop-out" will be replaced by "planned-outs" with easy return to learning or work.

Now to the question as to how these changes or developments will be brought about. Since so many of them have been started through our summer sessions and currently flourish there—summer sessions should continue to be, "The Catalyst For Higher Education."

SECOND GENERAL SESSION**WEDNESDAY, NOVEMBER 15, 1972***Presiding* — Harriet D. Darrow

Indiana State University

INTRODUCTION OF PROGRAM — Lloyd O'Connor

California State University, San Francisco

"All You Ever Wanted To Know About Marketing, But"

The participants in this panel session were the following: Freeman F. Gosden, Jr., president, Market Compilation and Research Bureau; Bruce L. Mazzie, deputy associate director of recruitment for ACTION; Bernard D. Milinsky, president, Western Direct Mail Marketing.

Mr. Mazzie discussed ACTION (Peace Corps and VISTA) recruiting methods and the importance of proper timing, market analysis and follow-through. He recruits 50,000 people annually and accepts 10,000.

Mr. Gosden discussed the importance of first determining what your market is. To do this, a survey is suggested among your own students and surrounding area students. Mr. Gosden read the results of the survey sent to 500 students nationwide with a 30% response. Highlights included the fact that 86% had or plan to attend a summer session, 53% took purely voluntary courses, 23% of those going would go to another college. (Total survey results available on request. Write Freeman F. Gosden, Jr., President, Market Compilation and Research Bureau, 11633 Victory Boulevard, North Hollywood, California 91609.)

Mr. Gosden pointed out that a survey of this type could be done for under \$100.00.

Mr. Gosden pointed out the various media available to solicit students. He concentrated on those student prospects that do not go to the same school as summer session; staff has excellent existing communication vehicles to those students. He pointed out that the student going elsewhere was the prime target. He suggested school newspapers and direct mail. Mr. Gosden explained that the way he provides mailing lists for colleges is to take an approximate radius of 50 miles from the campus and provide names of students whose home is within 50 miles but do not go to the school making the mailing. He also supplies educator names under the same program.

Mr. Milinsky discussed the creative and cost aspect, making the point that the fact that the price is cheap does not mean that the cheap mailing piece is best; rather, it is that which generates the greatest response for dollar invested. He cited the formula:

$$\text{RPM} \times \text{VPR} - \text{CMP} = \text{NPPM}$$

RMP—Response per thousand pieces mailed.

VPR—Value per response.

CMP—Cost per thousand pieces mailed.

NPPM—Net profit per thousand pieces mailed.

Mr. Milinsky also pointed out that mailing pieces should be targeted to the audience profile developed. The more courses that can be included in a mailing piece, the greater the response will be, as creative packages he has developed for his clients have proven.

Presiding — Robert Richey

Indiana University

"Evaluating The Summer Sessions"

By George Williams

University of Denver

By way of introduction, I would state that Regis College is a small liberal arts college of about 1400 students. Last summer, 1972, we had 710 students enrolled in our summer programs. My function on the panel this morning will be to speak specifically on how one small college has evaluated the results of its summer operations, how it has compared such results with other institutions of higher learning and finally to make some general recommendations and conclusions on summer session operations in general.

First of all, I would state that over the past five years that internal surveys of our non-attending and attending students (we survey on a random sampling basis, 500 in each category) has revealed to us the following:

1. We have found it most important at Regis College to have a variety of mailing pieces, up-to-date mailing lists and to concentrate our mailings in the immediate area as well as our own state-wide area. Internal and external statistics that we have undertaken reveal that most of us in the summer session business obtain 70-90% of our summer market in like fashion, with some exceptions of course. Moreover, internal surveys at Regis reveal that our flyers, posters and bulletins are the main sources of information for attending and non-attending students.

2. Teachers like our modular calendaring and in-depth workshops like "Drug Abuse and Prevention," "Individualized Instruction," and Religious Education and Theology in *Mod* Clothes. Their answers to our questionnaires support such statements as well as the fact that last

- summer we had the largest enrollment ever among teachers and were up over 200 teacher students from the previous summer in our education workshops.
3. Some of our regular undergraduate students who planned to attend did not do so due to obtaining summer jobs at home. Surveys indicated that they needed to do so in order to meet the regular academic year expenses. Moreover, they no longer felt the need to "rush" to finish their college programs. I might add here that a recent Wisconsin University report prepared by Nancy Abraham, their assistant summer director, revealed that even the larger colleges and universities are finding that their students are not coming to summer sessions for many of the same reasons as students at the smaller schools.
 4. We also discovered through our evaluating procedures that teachers like our 50% discount for them from the regular \$50 per credit hour tuition, particularly our vastly-expanded public teacher market.
 5. With our own students beginning to slow down degree acceleration plans, we have studied the situation and plan to recommend either across-the-board reductions in summer tuitions for all students taking summer courses, or at least to recommend that tuition be dropped for second and third courses taken by all students.
 6. With still other students dropping in and out of college and more often than ever before, we are strongly considering some type of external degree program which would begin on campus and end on campus during the summer session.
 7. Moreover, we have concluded from our evaluation of the summer session program that we must not only try to hold on to our own present market that we have now through various options, but also must develop new markets. While extensive programs are often too costly for the small school, nevertheless, we feel that we can look at various programs of low-risk potential such as the use of our physical plant by off-campus groups during the summer, by encouraging more self-directed off-campus study for our regular students working at home and so on.
 8. Market trends at Regis College have convinced us that we must continually study them and revise them as they shift. For instance, in 1967, our markets in order of student enrollments were "paroke" teachers and religious and some of our regular undergraduates; in 1970, our regular students had the most enrollment and were followed by the "parokes" and by some public school teachers now enrolling in our short sessions. Finally, in 1972 we found that the public school teachers were are number one market and were followed in numbers of students enrolled in the summer session by first our regular students and then by the "paroke" teachers in distant third place. Just about the time you have determined your markets, they can and do shift.
 9. We have found that at Regis College, most of our surveyed students

prefer little or no services at all during the summer session, whereas five years ago they wanted many services and activities.

And now for some results of external surveys which we compared with our own summer operations. In mid-summer of 1972 we analyzed questionnaires received from some 66 NASS members and 33 North Central members in order to help us in our planning and discovered the following:

1. "Minimesters" immediately following graduation and preceding the regular summer session are quite popular and successful for a number of summer sessions. Georgetown had an interesting and successful series of one, two and three week sessions; Regis for instance had 160 students enrolled in two one-week, in-depth seminars on religious studies and 125 students in a seminar on individualized instruction in education — these were held in the two weeks which immediately followed after our mid-May graduation exercises.

2. Moreover, we discovered that almost as many institutions showed a decline in enrollment in their summer sessions from 3 to 10% as did those who indicated increases in enrollment. Private institutions showed the greater declines and more consistent declines, however, even then the results are not too conclusive either way.

Those who indicated increases cited the reasons all familiar to all of us — promotion, imaginative curriculum and formats. Those who stated that they had decreases cited less interest among students to accelerate degree plans or to even stay in college. Some directors reported that changes in the regular academic year calendar hurt their summer enrollment while still others reported that the state of the economy, poor internal planning for summer, poor promotion and tuition "hikes" hurt their summer operations.

3. We discovered through our external survey also that field study in the United States as well as overseas was quite popular and successful — not only for undergraduate students but for graduate students and teacher transients. The University of Northern Iowa, for instance, had some very successful institutes at overseas locations for teachers of French, German and Spanish.

4. Moreover, many institutions emphasized internships with governmental agencies and community service projects. Many students worked with inner city health centers and social service agencies while still others worked with local, state and federal governmental agencies and officials.

5. Some institutions found that "televised courses" to off-campus students around the state to be quite popular and successful. One school in Texas reported that it had over 600 students in such a program.

6. "Individualized Instruction" in a variety of elementary-secondary school subject matter areas was quite popular at various schools — Regis College for instance had 125 students in such a seminar situation.

7. In order to resolve some salary problems at Regis College, we asked summer directors from NASS schools what their policies were. 55% told us that they did not guarantee summer salaries; 25% stated that they did guarantee summer salaries for their teachers, while 11% including Regis guaranteed one-half of the salary contracted for. The other 9% either guaranteed only when enrollments had reached 10 or more students or guaranteed salaries for courses taught by regular but not by transient faculty. Still others guaranteed salaries based on previous enrollments, others permitted teachers to teach under-subscribed courses for tuition received and a few had twelve-month contracts which either required or did not require summer teaching.

8. Curiously enough we thought no summer directors indicated plans to implement external degree options through their summer session operations.

Some basic trends which we found through a careful study of what is happening across the country indicated the following:

1. There is a nation-wide trend towards teacher collective bargaining which will almost certainly affect the summer session operation.

2. While as yet it has not become a major problem for any of us, we have studied the recent trends in elementary and secondary public schools towards the implementation of year-round academic calendars and feel that this could have some impact upon our future operations, titles and calendars. Therefore, it seems important for summer directors to lead the way at our individual institutions in research and discussion on year-round calendars for our various colleges and universities, and how public school year-round calendars might be of value or harm to our own summer operations.

3. Many schools believe that despite the loss in teacher and undergraduate markets that there is no real cause for alarm and that with good programs and promotion that we will continue to thrive in the future.

4. While we found no one about to implement an external degree plan, our own research indicates that many of us should consider such a plan — the University of California system is implementing one under the control of the individual institutions, for instance.

5. We discovered that many schools are finding out that students on their campuses require and want fewer activities and services than ever before.

6. Most institutions revealed that the more flexible their on-campus and off-campus programs were, the more successful were their operations.

Next, I would like to call to your attention the results of a recent WASSA survey undertaken by Dr. Jack Blendinger from the University of California at San Diego. Dr. Blendinger surveyed some 330 NASS respon-

dents and concluded that they were in general agreement on the following: (195 actual returned questionnaires).

1. 37% use questionnaires to obtain summer session student feedback; 40% of those using questionnaires considered student feedback most important for the next summer's programming and budgeting; 50% who haven't used such questionnaires planned to do so for the 1973 summer session.
2. Most directors surveyed agreed that evaluation instruments require a good deal of time, ingenuity and hard work; most of the summer directors surveyed only students who attended their own summer session.
3. It was Dr. Blendinger's conclusion based on his survey that the earmarks of a good questionnaire were:
 - a. Short as possible — I hold to one page.
 - b. Attractive and clearly printed.
 - c. Precise and complete directions.
 - d. Questions proceed from simple to more complex ones.
 - e. Define terms and underline words requiring special emphasis.
 - f. Yes and No responses must be complete in themselves.
 - g. If more than one response on a question required, ask respondents to rank them.
 - h. A good questionnaire must be easy to tabulate and interpret.
4. We ourselves have found that the following should be evaluated as time and personnel allow:
 - a. Men and women enrollments over a 5-10 year period in order to determine market trends.
 - b. Survey and evaluate department, subject area enrollments to determine \$\$ income, expenses and /or loss from each area.
 - c. Survey and evaluate in-state and out-of-state enrollments; graduate and under-graduates; transients, and others — to determine market trends and locations of our markets.
 - d. It is necessary often to measure the effectiveness of various institutes, calendar lengths and sessions in order to determine trends, what students like and dislike and so on.
 - e. It is worthwhile to ascertain and keep on top of student credit loads each summer in order to know \$\$ trends, student plans and the like.
 - f. One has to continually evaluate his promotion and do it with those who do *not* attend as well as with those who do attend on the effectiveness of mailing pieces, courses, who, when and what to mail as well as how other schools do and to find out why students do and do not attend — also find out student plans for the summer. This all involves promotion but also marketing of your summer session and enables you to plan next year schedules more securely and surely.
 - g. Other evaluations can include those on what salaries should be and which ones should be guaranteed, what tuition raises do to your summer sessions and so on.

Based on my own evaluation of the trends and needs of summer session administrators, I would finally recommend to NASS (and all summer session organizations):

1. We should combine together with all other summer organizations and send out periodic reports on summer session problems, trends and statistics to academic deans, vice-presidents and presidents across the country so that we as a group can help the individual summer director sell his program and problems to others on his campus.
2. We should prepare a common article on trends, needs and problems for the Chronicle of Higher Education and use it to let others in the business of higher education know where we are and what we need as summer session directors.
3. Finally, I believe that it would be a great service to our membership if we were to form a "pool" of summer directors who by phone, mail and personal visits when possible could assist new directors and even old directors with problems that arise during the planning, implementing and evaluating of summer session operations — the purpose to assist but not make a profit for the individual consultant.

By Denis Kigin

Arizona State University

The methodology currently utilized to evaluate summer sessions must change if we are to survive. Traditionally, the "post-mortem technique" is applied shortly after final exams are completed, grades turned in, and faculty receives final payment. This technique usually features an autopsy of the remains. Conclusions are drawn, reports prepared, and a general rationalization developed to explain away the successes, but more recently the failures. As rigor mortis sets in, we then attempt to obtain information from a cold, stiff form. Following this, misinformation is shared via the questionnaire.

When enrollments were increasing with each passing summer, it was easy to be objective. A larger budget was anticipated, more students expected, and a general feeling of euphoria prevailed among the faculty. Friends, the honeymoon is over, and before the divorce becomes final, some fences are badly in need of mending. Rather than having the anvil work to our advantage as earlier stated by Dr. Richey, the same anvil could well drop on our heads.

What has actually occurred since the satisfying 60's that couldn't be predicted?

1. Higher cost per student credit hour.
2. Community college growth.
3. Change in academic year schedules featuring an early fall semester.
4. Change in draft regulations.

5. Disillusionment of students and a college degree.
6. Public school teacher surplus.
7. Mail strike two years ago.
8. Reduction in national science foundation moneys.

These are just some of the happenings which have directly affected summer session operations in the late 60's and early 70's. Action is now necessary on our part if we are to continue to prosper.

What would you do if you scheduled a summer session and no one came? Impossible? Don't be too sure. Or even more ironic — What would you do if 10,000 students came but the faculty didn't? It is perhaps now time to indulge in what we might call "limbanship." This technique is to go out on a limb and methodically take the teeth from each saw destined to saw you off. The key is pre-evaluation and development of a model. The model is to be used as a testing and forecasting device.

We must ask ourselves what is the result if a given situation beyond our control occurs? Perhaps if all the variables were gathered, they could be placed on a computer. No football team, either pro or college, worth its ranking is without a system of this nature. Memory banks provide information on actual game situations. If it is a third and nine situation, both the defensive alignment and the offensive plays can be predicted. We can see two coaches arguing — "Our computer can beat your computer with or without Duane Thomas." The extremes of weather can also be built into the computer. The information can also be set up in domino sequence. If a certain set of conditions evolve, we can predict a chain reaction. The crystal ball is not a necessary nor a reliable instrument.

What is now occurring that will have a direct effect on summer sessions? While considering some of these, please do not disregard those that have already left their mark.

1. Change in funding policy (state support to self-support).
2. External degree programs.
3. Universities without walls.
4. Collective bargaining.
5. Computer and/or telephone registration.
6. Non-structured degree programs.
7. Career education.
8. Summer semester institutes abroad.
9. Delayed payment plans.
10. Change in admission standards.
11. The year-round public school program.
12. Changes in teacher certification.
13. Affirmative action plans.

You all know of one or more school system considering the year-round program. The Fairfax, Virginia County schools are now studying the year-round program featuring five 9-week sessions. The students would be expected to attend four of the sessions and could elect the fifth. Time would be provided for holidays and a fifteen day vacation period between sessions.

What can we do to adjust the college and university summer program to compensate for the year-round public school program?

The problems are real and will not go away by wishing them away. Nor will the problems be resolved by a gimmick approach or a one-cent sale. As stated in one of the earlier sessions, marketing the summer session is still an extremely important function of the Office of Summer Sessions. During one of the marketing sessions, the individuals actually identified four C's which would relate to marketing summer sessions. The four C's are as follows: 1) Cost, 2) Convenience, 3) Climate, and 4) Course offerings. These can be identified as the four C's of summer sessions.

In assessing the problems relating to summer sessions, it is recommended that you line up your dominoes, assign them values, place the year-round public school schedule in the lead position, push and see what happens. Since each of the variables have been assigned a value, they can be replaced, placed in a different position, or eliminated entirely. A model involving all components can then evolve leading to a successful summer program. Good luck!

THIRD GENERAL SESSION

WEDNESDAY, NOVEMBER 15, 1972

Presiding — Jack Blendinger
University of California, San Diego;

William Bright
California State University, Los Angeles;

Clayton Gjerde
California State University, San Diego.

"Solving Our Problems Through Simulation"

By Jack Blendinger
University of California, San Diego

For the Third General Session, NASS conferees donned roles as members of fictional Summer Advisory Committees charged with the task of helping their respective Summer Session Deans cope with the perplexities of decreasing enrollment, eroding curricula and fiscal stringencies in planning the 1973 summer term. The NASS simulation was based on the belief that groups of concerned summer session administrators have, within the range of their capacities, the ability to recognize, define, and solve common problems by working together. The successful employment of the model was dependent upon the workshop participants spiritedly assuming their assigned roles as members of an advisory committee given the charge of providing viable solutions to a series of problems stated as questions. Participants were divided into categories according to the size and kind of institution which they represented.

Representatives from large public and private universities with summer enrollments over 2,500 confronted the problems of Nass State University and Nass University respectively. For both models, the summer session offered an extensive educational program planned to meet the varied needs and interests of more than 4,000 students. Summer courses and programs were designed for the new student, the undergraduate waiting to advance his academic study, the graduate desiring to continue his study and research during the summer months and for visiting students pursuing degrees at other institutions. Projections called for ever increasing enrollments; these projections, however, proved to be fallacious. Enrollments peaked in 1969 and then declined. The summer of '72 represented the third straight summer enrollment declined while costs increased.

For Nass State, a total of 4,200 students enrolled in the 1969 summer session compared to 2,645 in 1972. The drop represented a loss of 1,555 students, or a percentage decrease of 37%. The number of credit units generated from 18,900 in 1970 to 14,650 in 1972. While the summer curriculum eroded, costs related to instruction, student services, and general

administration soared. Fiscal concern replaced curricula concern. Historically, Nass State projected program needs and then established a tentative spending ceiling versus anticipated fee income. In 1969, summer fees represented 85% of the budget with the State making up the difference from the General Education Fund. But in 1972, the percentage of budget borne by the summer fees had dropped to 68% of the cost to put on the summer session and a loss of \$320,000, causing many Legislators to grumble.

For Nass University, whereas a total of 3,150 students enrolled in the 1970 summer session, 2,345 enrolled in 1972. The drop represented a loss of 805 students, or a percentage decrease of 26%. Credit units generated dropped from 20,000 in 1970 to 12,650 in 1972, with a low relationship between the number of students enrolling and the number of credit hours generated. A survey showed that many of the students who enrolled in one course at Nass University also enrolled in one or more courses at the two-year community college located in the city because of the difference in cost. Financially, the 1972 Summer Session budget suffered a short-fall (income short-fall may be defined as the difference between anticipated and actual fee income). Although the 1972 income was sufficient to cover instructional and direct administrative costs, it fell short of meeting many of the indirect costs (such as maintenance, utilities, debt service, ancillary services, etc.) which the administration had come to expect from summer operations. Like many private colleges, Nass had become dependent upon the summer program to help carry the college during the summer months and provide important support in its constant battle to stay afloat fiscally.

Representatives from small public and private institutions with enrollments under 2,500 confronted the problems of the University of Nass at Northwest Bay and Nass College respectively.

The Northwest Bay Campus of the University of Nass (UNNB) celebrated its eighth anniversary as a campus of the University in 1972, and had operated a small summer program for five summers. From a six-week initial program, it gradually expanded into a general summer term of eight weeks in length, plus workshops and institutes of varying lengths. The administration of its summer term was best described by the phrase "laissez faire." Most decisions were left to departmental chairmen and program coordinators. Although the Summer Session was supposed to be a self-supporting venture, i.e., programming costs such as faculty salaries and physical plant maintenance was to be borne by the tuition, the program operated at a minimal financial loss the first four years of its existence but at a substantial loss in 1972. From a high of 970 in 1971, the enrollment dropped to 815 and credit units dropped from 5820 to 4890. Although the decrease in enrollment was not startling, it was seen by the UNNB administration as reflective of the national trend of declining summer term enrollments in general and a foreshadowing of the future.

Nass College was a non-denominational, privately-supported institution seeking to provide a liberal arts education for youth and to prepare teachers for the public schools. The college's 1972 summer session consisted of one

eight-week general session with various workshops and institutes beginning and ending at varying times throughout the summer. For the past five summers, Nass College operated an increasingly successful summer session, but in the summer of '72 the enrollment dropped from a high of 1255 to 1140 and credit units also dropped. Although the decrease in enrollment was not startling, it seemed to reflect the natural trend of declining enrollments in general — a trend which school officials had hoped to avoid. Although the 1972 income was sufficient to cover instructional and direct administrative costs, it fell short of meeting many of the indirect costs for ancillary services which the administration had come to expect from summer operations. Like its larger private counterpart, Nass College had become dependent upon the summer program to help carry the school during the summer months and provide important year-round support in its constant battle to balance the budget.

Essentially, owing to decreasing enrollment, eroding curricula and fiscal stringencies, all participants were faced with entrenchment: reducing senior faculty and teaching assistants to the minimum or eliminating them entirely, raising minimum class-size standards, eliminating course enrichment features, etc. However, they were warned that such economy measures could lead to a decline in faculty and student morale and prove to be a critical blow to the summer school. It was the participants' responsibility to take a stand and provide specific answers to a set of general questions, each expressed a little differently, for the four models. The questions were as follows:

Should decreasing enrollments be accepted as a fact? Or, does one refuse to accept declining enrollments as a fact of life and boldly set forth to halt the decline and reverse the trend? If so, how does he do it? Regardless, what does one do with what has been a successful summer session now that he must recoup? What remedial steps can be taken to make the program viable and still save face?

As testimony to the spirited interaction between the workshop participants, the following has been excerpted from the recorded notes of one discussion leader, "It appeared that each individual member gained much insight into problems and views that are often overlooked as we 'freeze' ourselves into expected roles during our regular academic work." On the basis of the observed interaction and the written responses turned in, it appears that the belief upon which the simulation was founded was justified and the models successfully employed.

For purposes of this report, and in order to avoid duplication of ideas, a synthesis has been made of the multiplicity of solutions submitted for each of four groups.

In regard to the question "Should steadily decreasing summer enrollments be accepted as a fact?" the participants unanimously responded with an optimistic and emphatic "NO." Although the era of growth which had been accepted as a way of life for summer operations was considered to have come to an end, the summer of '73, along with the summers of '74

and '75, was seen as a time of the bottoming out of the summer instructional market. No continued sharp enrollment declines, such as those experienced during the past few summers, were predicted. Many believed that the present downtrend could be utilized as a cleansing solution, and that, thereby, they could come up with a refreshed "a la the skinny dip" summer operation.

To the two corollary questions, "What does one do with what has been a successful summer session now that he must recoup?" and "What remedial steps does one take to make the program viable and still save face?" the participants offered a number of specific steps applicable to both public and private institutions. Participative decision-making, an approach which presumably placed decision-making as close to the point of concern as possible and, thereby, encouraged two-way initiating action, was advocated as an important first remedial step which could be taken to make the program viable and still save face. This approach stressed conferring with deans and department heads to determine which courses should be eliminated and which areas should be encouraged to expand.

A second step pertained to making an analysis of course enrollment during the regular academic year to ensure that the enrollment history and potential market justify the need for particular offerings. Pragmatically, it was suggested that declining enrollment in some disciplines be offset by increasing curricula offerings in areas of current growth.

A third step concerned moving that "heavy load" of fall courses and programs to the summer for better instructional work load balance. Also, participants advocated that some of the funded programs for specialized groups, e.g., study skills or remedial courses for the educationally disadvantaged, that normally start in the fall should be moved to the summer period.

Faculty hiring practices were seen as another important remedial area. The consensus of opinion was that an evaluation of the system for faculty procurement be made to determine whether a "de facto seniority policy" on the basis of rank and time is in operation instead of a system based on need and expertise. Participants recommended a system of rotation as a means for equitable employment and cooperative student-faculty-administration evaluation of instruction to provide feedback for decision-making in regard to future course selection and faculty employment. Participants also thought that careful consideration should be given to the cancelling of classes with low enrollments since such action might produce both a deterioration of faculty morale and a chain reaction of course enrollment losses in other courses. Some thought that if cancelling a faculty member's courses causes undue financial hardship, consideration should be given to granting financial compensation in the summer in the form of a prepayment that would be earned in the fall by teaching an evening course as an instructional overload. One intriguing suggestion was that most instructors be guaranteed one course but that they be hired to teach two courses. One course would be guaranteed regardless of enrollment, but the second course would be contingent on the number of students enrolling in it. Placing teaching salaries on a straight dollars-per-unit with only nominal difference

made according to rank was another widely supported suggestion.

Other remedial action concerned the amount of central guidance to be exercised in control of the budget. The participants favored a budget procedure which was centrally controlled but responsive to both the productivity and needs of the schools and departments. Design elements of such a budget would include, first, establishing a tentative spending ceiling for schools and departments by analyzing their past (two summers) (1) enrollment, (2) credit-hours taught, (3) costs per credit, (4) number of low enrollment courses, and (5) supply and expenses costs in relationship to projected (1) enrollment, (2) credit-hours taught, (3) costs per credit, (4) supply and expense costs, (5) fixed salary increases, and (6) new programs or special courses which have been identified. Secondly, notifying the deans and department heads of their respective budget ceilings and solicit specific budget requests.

Although public and private school representatives favored reducing or eliminating ancillary service support (utilities, maintenance, psychological counselling, etc.) from the summer term budget during the present period of readjustment, participants from the public schools thought that in view of direct state support an indirect subsidy for the summer term should be provided through the virtual elimination of recharges for ancillary services. It was thought that continuing the present policy of recharges would inevitably result in high tuition fees and, therefore, further deter enrollment.

Both public and private groups also favored assessing the effect of the fee schedule upon enrollment. The consensus proposed a straight per-unit tuition fee over the flat fee. Public institution participants advocated that an evaluation be made of the effect of out-of-state fees on summer term enrollment and that serious consideration be given to their reduction or elimination.

In regard to steps which should be taken "to halt the decline and reverse the trend," participants from both public and private institutions favored tuition and room/board fees which would be set so attractively as to provide a positive incentive for attending the summer session. A straight per-unit fee was favored over the flat fee. A second step, endorsed by public institutional representatives, involved using public relations techniques to encourage recognition of the role which summer session plays in the utilization of facilities and the justification for employment of 12-month nonacademic employees. Other steps aimed at "reversing the trend" included the following:

1. Apply research and marketing techniques, e.g., questionnaires and interviews, to discover the educational and training needs of both students and citizens in the community. It was thought that it would be best to survey student populations both in the fall and near the close of the summer session. Citizens should be surveyed as to potential markets in cooperation with various community

agencies, e.g., Chamber of Commerce. Surveying should be conducted in systematic fashion, i.e., data should be continually collected, stored, and analyzed in order to identify trends and major changes, since one-shot surveying is hardly worth the effort.

2. Adopt a multi-variable summer calendar which would facilitate the offering of a large number of short intensive courses with varying starting and ending dates, i.e., offer courses during 3-week, 4-week, 6-week, 8-week and even 12-week periods. In addition to required "bread and butter" courses, it was thought that a comprehensive curriculum which might include (1) courses for para-professionals, e.g., teacher aides, (2) very specialized courses not given during the academic year, e.g., depth study of the work of a particular author, (3) senior citizen courses, e.g., better use of leisure time, (4) courses for obtaining professional licenses, e.g., insurance and real estate brokers, (5) refresher courses designed to upgrade professionals who want to return to employment, e.g., nurses or dental assistants.
3. Encourage greater involvement of the faculty in the summer term. Budget concerns, enrollment trends, student recruitment, etc. should be shared with the faculty in order to encourage cooperative planning and encourage participative decision-making.
4. Appoint a citizen's advisory committee as a means of establishing better community support. One important concern of this committee might be to encourage local businesses to employ summer students on a part-time basis.
5. Increase the sensitivity to student concern and convenience, e.g., using mail registration to replace the tedious registration lines.
6. Make the summer term an integral part of the college's academic program by signifying in the general catalog the courses which are scheduled in the summer as well as in the fall or in the spring. The past practice, as is true at many other schools, was to make no mention of which courses would also be offered in the summer. The suggested practice would allow students to plan ahead and 2-3 year commitments could be given to faculty members.
7. Print a modified version of the summer bulletin containing descriptions of courses, announcements of special programs, schedules, etc., in the local newspapers. Since most of the students will be coming from the local area, newspapers provide, dollar for dollar and line for line, the broadest thrust for the least amount of money. Extra copies of the appropriate pages for hand-outs and for mailing purposes can also be obtained from the publisher.
8. Adopt an objective approach to class scheduling by studying past patterns and what's being done elsewhere instead of offering "pet" courses recommended by the faculty.

9. Strive to obtain a closer consortia-like working relationship with the other institutions of higher education in this particular city to reduce program duplication. In that way, competition for the same pool of students could be reduced.

In summary, the "spirit of St. Louis," with its gateway monument to the pioneers of yesteryear who headed west in search of the ever-elusive American dream, seemed to influence most of the workshop participants. The conferees attacked the only-too-real fictitious problems confronting them in the simulation of a manner revealing four significant ingredients of the pioneer spirit — faith, courage, ingenuity and foresight.

FOURTH GENERAL SESSION

THURSDAY, NOVEMBER 16, 1972

Presiding — N. Lee Dunham

Baylor University

"NASS Serving its Membership"

"A Retiree's Reflections"

By William H. Jones

Emory University

Mr. Chairman, fellow delegates, and friends: let me first express the appreciation Miriam and I feel for the privilege of attending this Ninth Annual Conference of our Association. It is a pleasure we had not anticipated, coming as it did out of the Executive Committee in March. Moreover, you would be right if you surmised that, since I am an invited speaker, the NASS treasury is paying my travel and lodging, plus an honorarium that will be sufficient to cover Miriam's expenses. Now I have privately suspected that this arrangement is some sort of hanky-panky and that I ought to feel guilty. Well, I'm willing to feel guilty, but not enough to decline the offer. I have been able to rationalize that Miriam and I did give five years of conscientious service to NASS; four years as National Treasurer, plus one year putting on the Conference in Atlanta last November. On this basis we have successfully salved our conscience — however thin the coating may be. If our being here represents the workings of the Association's *Cosa Nostra*, who are we to knock it! So we say to the Executive Committee "Thank you, fellows." Seriously, we welcome the financial reward, but even more do we appreciate the thought which prompted it.

Incidentally, my University is in on it too. Though emeritus since September 1, I am the registered, fee-paid, accredited representative of Emory University at this conference. Thus I've been no interloper at any of the sessions I've stuck my head into during the past two days.

For this Conference it is my assignment to present some reflections, the view of the backward glance. Retiring President Noyes will then let us have his projections, i.e., the view ahead. In some ways Chuck has the easier task. As the Jeanne Dixon of higher education, he may be able to convince us of what's going to happen. Whatever he predicts, he certainly can't be contradicted at this time. Then if it does happen, we'll admire him for his insight — and if it doesn't, well we won't be in Mississippi to remind him of how he goofed.

From another viewpoint, however, one might argue that I have the easier task. As the Monday morning quarterback, I can point out where you fellows fumbled the ball, or called the right plays at the wrong time. I'm sure, however, that none of us wants to hear an academic tail-gunner, or join in taking potshots at the target after we've passed it. Instead, we'd rather be at the wheel (to change the metaphor), seat belts buckled and facing ahead. But we also know that, to be the best driver, one must

regularly consult the rear-view mirror of history. As Bojangles Robinson once said, "Somethin' might be gainin' on you."

Now in speaking up for history, I am not advocating the "good old days." It is easy to fall into that nostalgia, and to remember only the enjoyed parts of past events. In my book, however, the best part about the good old days is that they're over and done with. Living in the past and grumbling about things as they are, is a singularly unproductive occupation.

About 15 miles east of our Emory campus is a monastery, located on a tract of land that once belonged to Colleen Moore, one of Hollywood's greats in the days of silent films. This monastery is run by the Trappists, a Catholic order famous for the severity of the discipline it imposes. The monks wear coarse garments, till the soil, and bake dark bread for visitors. Most notable of all, they are not allowed to converse, but spend their time in work and silent meditation. I have been told of a young fellow who presented himself to the abbot there one day, saying he wanted to undertake the training program. The abbot warned him of the strict rules, and particularly that he would be allowed to speak only once a year, and then only two words. The prospect insisted he knew his mind, however, so he was accepted, and entered the rigors of training. After a year of hard work and silence, he presented himself to the abbot to speak his two words. "Bed's hard," he said. "Well," said the abbot, "you have worked faithfully so you may add a bit of extra straw to your mattress." Thus encouraged, the young prospect resumed his labors and silence for another year, after which he again presented himself for his two words. "Food's bad," he said. "Well," said the abbot, "I will authorize you to add just half-a-spoonful of sugar to your oatmeal." So the neophyte returned to his third year of gruelling toil and silence, until finally it was again his turn to speak. This time his two words were "I quit." The abbot reflected a long moment, then replied "To tell the truth, I think it's just as well. You've done nothing but complain ever since you've been here."

So let's not complain that times have changed; they have and they will. Of course change may be disturbing. It may root us out of our warm spot just when we were getting snugly (and smugly) settled. But change is indeed the one unchanging law of the universe. So don't try to block it — influence it!

Not only will change come inevitably; it will come quickly. The pace of change is constantly accelerating. In my father's day, for a man to be twenty years behind the times didn't make much difference; things were done the same way then that they had been twenty years earlier. Today it is more serious to be twenty months behind, than to be twenty years behind in the days of my father and grandfather. This accelerating tempo was rather well expressed by a character out in the southwest who produces at irregular intervals a leaflet called "The Desert Rat's Scrapbook." He made this same point by saying "The future's gettin' here quicker than it ever used to."

Examples of this speed-up of change could be multiplied, but I want to mention one which has impressed me most forcibly. When I was an undergraduate at Emory, the student lecture series brought to the campus one of

America's major scientists of that day. He was G. N. Lewis, author of one of the early concepts of the inner structure of the atom, and later dean of the graduate school at Berkeley. We students heard this visiting speaker state that his grandparents had moved west from Ohio by covered wagon, because Ohio was getting too crowded, and they heard there was good land to be had in Illinois. Dean Lewis pointed out that this westward migration of his own grandparents was made for the same reason, and by the same means that the children of Israel crossed the wilderness. They wanted to find greener pastures and a better land, so they loaded their beasts and set out.

Now Dean Lewis told that about his own grandparents, and I was there to hear it. There had been little change in transportation over the preceding thousands of years, yet how has the covered wagon picture changed in the few succeeding generations! I have talked with Colonel Stapp, the man who rode a rocket-propelled sled across the western salt flats to a speed to 634 miles an hour. He is still billed as the "fastest man on earth" because no one has moved as fast as he on the ground. But when you get off the ground, 634 miles an hour is pokey indeed; most of us exceeded that on our way here, just by paying the jet fare. And when we enlist rocket propulsion — well, to orbit the earth requires 18,000 miles an hour, while escape calls for 25,000. Impossible? Hah! We have in our land today several hundred pounds of moon — we know because we watched our astronauts as they gathered the moon rocks. By contrast, my own father was wildly excited by the flight of the Wright Brothers!

This acceleration of change is illustrated most vividly in the area of technology — but not exclusively so. Under the impact of our "superior" civilization on the emerging lands of our globe, we are seeing tribal languages and customs dating back for thousands of years, disappear in two generations. In our own country, the change in race relations is a striking example. Though not yet complete, certainly no sociological change so profound ever occurred in so short a time.

From my original training (which was in science) I am very much struck by the similarity of the unfolding of history to the results of a laboratory experiment being printed out by an electronic recorder on a moving chart. There one will usually see the large over-all trend, whose measurement is the purpose of the experiment. But superimposed on this will be surges, distinct peaks and valleys traced out by the moving pen. Finally there will be small erratic quiverings of the line, which the experimenter calls "noise" or simply "crud." It may be due to random cosmic rays, or to a bad connection. Now the crud he filters out, and the long-term trend he observes; the intermediate peaks and valleys he tries to predict and control.

So it is outside the laboratory, as we involve with higher education. The crud we try to filter out; it is erratic and extraneous. The long-haul trends we try to understand and perhaps to influence, but we may well not be here to see the outcome of our efforts. It is the intermediate output with which we can hope to have visible influence. In our work we have all seen these intermediate swings of the pen. They reflect such things as the inaugu-

ration or the termination of federal grants for research or for student loans, the tightening or the easing of the military draft, the rise and fall of employment and business index, faculty unemployment today as related to the current proliferation of Ph.D.s and to the birthrate in the late fifties, the rise of student activism five years ago, followed by its resubmergence in student apathy.

These are the sort of things about which we can hope to do something, and in which NASS has played its part. Our organization has brought to its member institutions and its summer school administrators a sense of unity and common purpose. At these annual conferences we have the great benefit of the network of friendships we form. When we are up against a problem, it's mighty helpful to know someone who has come through a similar situation. At these conferences we participate in discussion sessions, both scheduled and spontaneous, for the exchange of ideas and observations. We hear speakers of national stature, whose message is stimulating and authoritative. A great service is the annual workshop for new summer school directors. Then subsequent to the conference we receive our copy of the *Proceedings*, with its official record of the actions taken. From its own resources, NASS also supports selected research and the subsequent dissemination of the research reports. Then during the year we are kept in touch through the columns of the *Newsletter*. Editor Joe Pettit is doing a tremendous job with that publication.

In our meetings we have criss-crossed the country, and intentionally so. Our delegates have visited Denver, Chicago, Los Angeles, Miami, South Bend, Philadelphia, Portland, Atlanta and now St. Louis, with Boston and Minneapolis to come. At those meetings the loyal delegates have seen the changing of the guard each year: Clodus Smith, Lloyd Watkins, Bill Venman, Jackson Wells, Hubert McCormick, Herb Stutts, Will Edwards, Chuck Noyes and now our brightest accomplishment, Harriet Darrow. And last but not least, I want to pay personal tribute to one to whom, through the years, NASS has a greater indebtedness than to any other individual. Stuart Manning has been involved from the beginning, and as our continuing secretary, he knows more about NASS than does any other person. He also produces the Annual Conference *Proceedings*; I hope you have a proper file. We thank you, Stuart, for a wonderful job, done in your quite and unassuming way. You are the nearest thing I know to an indispensable person.

By this time I hoped you have gained the impression that, in the cavalcade of events, we should have a sense of history. We are part and parcel of history, and we help to write it every day. All of which leads to the final point I wish to make, which is that NASS needs a historian-archivist. We should prepare a history of our Association before current memories falter, and before the documents become lost or forgotten. Such a history would be a good project for our research committee to consider. Very possibly graduate student help could be enlisted, with this as a master's thesis topic, and with a grant in partial support from our treasury. Once launched, the project should be continued as a fixed policy, in the form of a summary prepared every fifth year, and published in the *Proceedings*.

Also the Conference in Boston next year should include some special recognition of our tenth anniversary. Since arriving in St. Louis, I learn that ideas similar to these are already being considered.

And now Miriam and I once more say thank you for inviting us. Ours has been a happy association with NASS and all its people. In fact, we'd like to be put on a honorary mailing list, to continue to receive the *Newsletter*. Meanwhile we are certain NASS will go on to greater and greater usefulness. In that program you have our best wishes all the way!

"Projections"

By President Charles E. Noyes

University of Mississippi

I am really rather diffident about speaking before a group composed largely of people who are much more experienced than I in summer session work and who run vastly larger and more complex organizations. Neither is Dr. William Jones, our Treasurer Emeritus, an easy act to follow. If I seem humble, it's because I have a good deal to be humble about.

Doctor Jones has spoken on "Reflections," and I am to speak about "Projections" — which is, to say the least, a good, broad topic.

From where I sit, projections for the immediate future of summer sessions generally are *not* optimistic; Dr. Denis Kigin is only one of a number who have spoken to this point during our present meeting, although his predictions have been perhaps the most apocalyptic.

I say, "From where I sit." But perhaps the very place where I sit almost inevitably leads me to take a long-range perspective that does not lead to pessimism either.

If you will forgive the personal reference, the office where I sit is in an old building before which, in 1861, our students and faculty mustered in as the University Greys, an independent infantry unit attached to the Army of Northern Virginia that fought at First and Second Manassas, the Wilderness, Spotsylvania Courthouse and Gettysburg. Not one of them ever came back to the University. But their sons and daughters did, and we have their fifth and sixth generations as students in our classrooms today.

In my building too are still bullet holes from the most bitter and murderous integration riot that ever occurred on an American campus; and there were many days in the months that immediately followed when the odds seemed better than ever that the institution would close, and its faculty disappear. Yet, ten years later, we have nearly doubled our enrollment and tripled our graduate program; and we have one of the highest percentages of black students of any state university in the nation.

My point is that academic people have resilience, resourcefulness — the ability to hang in there and come through. If we are indeed in for some rocky days as summer session directors, I am quite convinced that over the long haul we will be all right.

As for the immediate future, if it doesn't look exactly black, the hue is somewhere around an Oxford gray.

Certainly we are having enrollment problems. At the AUSS meeting in October, ten schools reported enrollment increases, about thirty reported decreases.

Of approximately 130 NASS institutions reporting in the same type of survey, 11 percent showed increases, nearly 50 percent showed decreases, about 20 percent showed no marked change, and the other 20 percent either could not make valid comparisons because of changing programs or did not report enrollments — usually because of computer troubles. That's not a definitive study, but it does represent a sampling of institutions enrolling almost a half-million students from 41 states; and the figures show the losers outnumbering the gainers about 5-to-1.

I noted both smiles and grimaces when I mentioned computers. Our colleague Bob Richey has made the whimsical estimate that, with the installation of just one more computer on the Indiana campus, the operation of the entire university will come to a shuddering stop.

But seriously, thanks to the assistance of computers, WICHE and NCHEMS and a half a dozen other organizations with ominous-sounding acronyms are preparing "management tools" — to measure efficiency and productivity and unit costs and the like. Such tools are useful. They may soon be indispensable. But they have a potential for enormous harm *for us* if they are used without perceptiveness, without a real understanding of the purpose and function and value of what we do in our summer sessions.

Like you, I chuckled for years at the anecdote about the rural state legislator who said a 12-hour teaching load was entirely too much, and that not even a "perfesser" should work more than 8 hours a day. Somehow it's not so funny now that state legislatures are actually passing laws setting teaching loads. It is dangerous when those who have power get knowledge, but fail to carry out the rest of King Solomon's injunction, ". . . with all thy getting, get *understanding*."

Although many of you are used to being under the gun of the cost-accountants, many are not. At least until last year, for most of us, enrollments were up, income was increasing, and there was a general disposition to leave well enough alone. But all of us soon will be sitting across the desk from those beady-eyed people from the Office of the Business Manager, or Comptroller, or Financial Vice President, or whatever he is called — all of them looking for ways to squeeze more money out of the summer session.

You can't blame them. The money crunch is making them desperate. (And incidentally, if any of *you* are financial vice presidents, I withdraw the adjective "beady-eyed.") But all around us we see the unfortunate consequences of their economies: cutbacks in positions, travel funds wiped out, new programs postponed, high cost programs curtailed or scuttled.

We even have a somewhat unkind joke circulating on our campus about our Aggie rivals, Mississippi State University. We hear they had to cut out their entire driver's education training program — when the mule died.

Can we stand another "good news-bad news" joke? Mayor Lindsay supposedly returned from a high-level ecology conference to tell the New York city fathers he brought them both bad news and good news: according to the scientists, by 1980 all the available drinking water would come from recycled sewage. After gagging a little, one of the Councilmen asked what the good news was. "That was the good news," Lindsay said. "The bad news is that there won't be nearly enough of it!"

Perhaps what I see as "good news" in making projections is not much more reassuring than Mayor Lindsay's good news. I suppose it is generally built upon the Shakespeare quotation, "Sweet are the uses of adversity." If that's a cliché, remember that clichés usually become such because they have in them a measure of truth.

Adversity is going to bring out the very best that is in each of us. There is going to be no margin for slackness, no more rolling along in the same comfortable ruts, no more waiting for the walk-in trade. We are going to have to really earn our pay by being as resourceful, as creative, as efficient, and perhaps sometimes as hard-boiled, as it is in us to be. And that really is not bad news for us, or for our institutions.

I think this adversity will also bring many of us into a more meaningful relationship with our central administrations. The very fight to defend our turf will give presidents and chancellors — and us ourselves — a better realization of just exactly what our turf is. Where, and how, does the summer session fit into the total service being rendered by the institution as a whole? What is our job? What are we really worth? What is our contribution to the team effort?

Now and again at NASS meetings, though this time much less than usual, I get the uneasy feeling that we have come together from all over the continent for a crash course in how to pick each other's pockets of students. It is as though we forget that summer sessions do not really exist for the purpose of increasing their enrollments. A total reassessment of our roles can only be wholesome, even though it may be quite uncomfortable.

I spoke of our developing a more meaningful relationship with our central administrations. I think many of us can also develop a relationship more profitable, certainly more useful, to our central administrations. Not all, but certainly many, of our institutions are awkwardly learning how to

grapple with problems that most of you have been living with for years. To pick up President Thomas McGrath's image, "the chill wind blowing through the groves of academe" is, for you, simply the normal climate.

In academe, who more than you knows how to measure real cost against true value? Who can better advise when to take risks and gamble? Who else has learned so well from experience when the moment comes to cut your losses and run? Who knows better how to conserve, how to promote, how to innovate? Who more than you has been out on the cutting edge of change?

Our theme for this session, which I have really not forgotten about, is "NASS serving its membership." Doctor Jones has talked about how it has served in the past. NASS will continue to serve, more importantly than ever because its services will be more needed than ever. If ever a summer session director really needed all the help he could get from fellow toilers in the vineyard, it will be in the years ahead. I think that truth is reflected in the fact that, despite our losses of schools where retrenchment has cut out participation, our overall membership has increased over the past year. And we can hope those losses will only be suspensions, not defections.

Our next annual meeting will be our tenth. The decade point gives a kind of natural occasion for self-evaluation and future planning.

At the Executive Committee meeting on Tuesday morning, President-Elect Harriet Darrow received unanimous approval of a proposal to appoint a special, most important, *ad hoc* committee. This committee will review thoroughly the operation, the policies, the structure — the entire role of the National Association of Summer Sessions. It will confer in the spring with the Executive Committee, and then will prepare for consideration by the entire membership proposed changes to make the organization more responsive, more useful, to its members.

I don't at all mean to anticipate the committee's recommendations, but I feel certain it will seek to provide for a greater continuity of effort by our annually-changing administrations; for a more and better research geared to specific problems raised by members; for a central repository of data; for making the organization more visible, more active, and more serviceable to and through its regional officers between our annual national meetings.

In short, when anyone who pays his dues to NASS cries, "Help!" — there will be someone listening who can help, or who knows where help is to be found.

Your departing president — who along with his normal campus work and his NASS duties has recently had seances with a legislative investigating committee, plus a round in the federal courts over university relations with our students, followed by some wearing sessions with the State

Building Commission — is going to conduct the business meeting later today and go home, I think to apply for a job in the campus laundry — perhaps folding handkerchiefs or cracking buttons. But he leaves, secure in the conviction that NASS is alive and well, and entering on a period of ever-increasing vigor and service.

"What Did We Learn Through Simulation"

By Jack Blendinger

University of California at San Diego

As stated at the introduction of the workshop, the NASS simulation was based on the belief that groups of concerned summer session administrators have, within the range of their capacities, the ability to recognize, define, and solve common problems by working together. The successful employment of the model was dependent upon the workshop participants spiritedly assuming assigned roles as members of an advisory committee given the charge of providing viable solutions to a series of problems stated as questions. On the basis of the interaction between the participants in the workshops which took place and the written responses turned in, it appears that the belief upon which the simulation was founded was justified and the model successfully employed. In the words of one discussion leader, ". . . it appeared that each individual member gained much insight into problems and views that are often overlooked as we 'freeze' ourselves into expected roles during our regular academic work."

For purposes of this report, a synthesis has been made of the multiplicity of the solutions submitted for each of the four groups: (1) large public institutions, (2) small public institutions, (3) large private institutions, (4) small private institutions. The sections which follow will deal with each of these four groups in order.

Large Public Institutions

The model for state supported institutions with summer enrollments over 2,500 was Nass State University — a large landgrant institution located in the south. State's summer session enrollment peaked in 1969 and then steadily declined. As enrollment declined, costs soared, especially in relation to ancillary services, curriculum eroded, students complained, and legislators grumbled because the State had to make up the difference between the expected income and the actual income.

Recognizing that Nass State's summer session was a "can of worms," the participants from the large state universities experienced a natural empathy toward the institution's fictitious problems and attacked them with gusto. In regard to the question "Should steadily decreasing summer enrollments be accepted as a fact?" the participants unanimously responded with

an optimistic "no" although they considered the era of growth which had come to be seen as a way of life for summer operations to have come to an end. Rather, the summer of '73, along with the summers of '74 and '75, were seen as a time for the bottoming out of the summer instructional market. No sharp enrollment declines such as those experienced during the past few summers were foreseen for the next summer.

Once the basic position of optimism in the face of adversity was decided upon, a multitude of specific answers were offered to two corollary questions:

What does one do with what has been a large successful summer session now that he must recoup?

What remedial steps does one take to make the program viable and still save face?

First priority was given to the curriculum. It was suggested that an analysis of course enrollment during the regular academic year be made to ensure that the enrollment history and the potential market justify the need for particular offerings. Declining enrollment in some disciplines should be pragmatically offset by increasing curricula offerings in areas of current growth. It was further suggested that "heavy load" fall courses and programs be moved to the summer for better instructional work load balance. Also, it was suggested that funded programs for specialized groups, e.g., study skills or remedial courses for the educationally disadvantaged, which normally start in the fall should be moved to the summer period.

Participants favored an objective approach to class scheduling by studying past patterns and what's being done elsewhere instead of offering "pet" courses recommended by the faculty. Utilization of a multifarious summer calendar was stressed, i.e., with course offerings, institutes, and workshops during 3 week, 4 week, 6 week, 8 week and even 12 week periods. In addition to required "bread and butter" courses, it was thought that a comprehensive curriculum would include (1) courses for para-professionals, e.g., teacher aides, (2) very specialized courses not given during the academic year, e.g., depth study of the work of a particular author, (3) senior citizen courses, e.g., better use of leisure time, (4) courses for obtaining professional licenses, e.g., insurance and real estate brokers, (5) refresher courses designed to upgrade professionals who want to return to employment, e.g., nurses or dental assistants.

Participative decision-making, an approach which places decision-making as close to the point of concern as possible and encourages two-way initiating action, was advocated as an important means of remedial action which could be taken to make the program viable and still save face. This approach stresses the involvement of deans, department heads and faculty to determine which courses should be eliminated and which areas encouraged to expand.

Secondly, the participants were unanimous in their support of the

application of research and marketing methodology to discover the educational and training needs of both students and citizens in the community. It was thought that it would be best that student population be surveyed both in the fall and near to the close of the summer session, and that citizens should be surveyed as to potential markets in cooperation with various community agencies, e.g., Chamber of Commerce. The suggestion was also made that a citizens advisory committee be appointed as a means of establishing better community support. One important concern of this community would be to encourage local businesses to employ summer students on a part-time basis.

Third, faculty hiring practices and the cancelling of classes received consideration. It was thought that much thought should be given to the cancelling of classes with low enrollments since such practice might produce both a deterioration of faculty morale and a chain reaction which would cause enrollment losses in other courses. If cancelling a faculty member's course causes undue financial hardship, consideration should be given to granting financial compensation in the summer in the form of a prepayment that would be earned in the fall by teaching an evening course as an instructional overload.

It was suggested that an evaluation of the system for faculty procurement be made to determine whether a "de facto seniority policy" on the basis of rank and time is in operation instead of a system based on need and expertise. Participants favored a system of rotation as a means for equitable employment and suggested that the evaluation of instruction be a joint venture involving students, faculty, and administrators.

In addition to the aforementioned three major responses, other responses worth noting were as follows:

1. Assess the effect of student out-of-state fees on summer term enrollment and give serious consideration to their reduction or elimination.
2. Show increased sensitivity to student concerns and convenience, e.g., use mail registration to replace the tedious registration lines.
3. Print a modified version of the summer bulletin containing descriptions of courses, announcements of special programs, schedules, etc., in the local newspapers. Since most of the students come from the local area, newspapers provide, dollar for dollar and line for line, the broadest thrust for the least amount of money. Extra copies of the appropriate pages for hand-outs and for mailing purposes can also be obtained from the publisher.
4. Make use of public relations techniques to gain recognition of the role which summer session plays in the utilization of facilities and justification for the employment of 12-month nonacademic employees.

In regard to the support of ancillary services in the summer, the participants were of the opinion that such services should be operated at the minimal level of effectiveness and should have last claim on the summer budget. Owing to the recent drop in enrollment, the participants thought that many ancillary services which had been supported from summer session income should be curtailed or eliminated entirely.

Small Public Institutions

The University of Nass at Northwest Bay, one of five campuses of a state university system located in the northwestern United States, furnished the model for public institutions with summer enrollments under 2,500. Northwest Bay's summer session suffered from "laissez faire" management since its inception because little concern was shown until enrollment decreased substantially last summer and a serious financial deficit occurred. Enrollment and student credit hours generated increased steadily from 1962 through 1971 but dipped in 1972 while costs, both instructional and ancillary services, continued to climb. Fuzzy budget practices and minimal promotion, plus summer enrollments in general, all combined to make the summer of '72 a dismal one indeed at Northwest Bay.

Like their compatriots from the larger public institutions, the University of Nass at Northwest Bay participants flatly denounced the notion that decreasing enrollments should be accepted as a fact. Suggestions made for holding the line on enrollment decreases were similar to those mentioned in the large school section. Participants favored:

adopting a complex modular scheduling arrangement which would facilitate the offering of a large number of short intensive courses with varying starting and ending dates;

establishing a straight per-unit tuition fee rather than the flat fee;

improving the program through a new market consciousness and through more attractive scheduling;

and placing teaching salaries on a straight dollars-per-unit basis according to rank but with only nominal difference between the ranks.

A lively debate developed over the amount of central guidance to be exercised in control of the budget. Deans and department chairmen long used to little central guidance were naturally reluctant to surrender any control. One dean who found himself a member of the advisory committee wanted to assume full control, and of course responsibility, over his particular school's summer session program. Debate revolved around certain central controls, i.e., those that would safeguard against the formation of self-serving baronies, versus the necessity of placing some responsibility and incentive in the hands of schools and departments. After much discussion, the participants concluded that a budget procedure which was centrally controlled but responsive to both the productivity and needs of the schools

and departments would be acceptable to all. It was thought that such a budget would contain three basic design elements:

One, the establishment of a tentative spending ceiling for schools and departments by analyzing their past (two summers) (a) enrollment, (b) credit hours taught, (c) costs per credit, (d) number of low enrollment courses, and (e) supply and expense costs in relation to projected (a) enrollment, (b) credit hours anticipated, (c) costs per credit, (d) supply and expense costs, (e) fixed salary increases, and (f) any new programs or special courses which have been planned;

two, the notification to the deans and department heads of their respective budget ceilings and the solicitation of specific budget requests;

and three, the resolving of any discrepancies between tentative budget ceilings and specific requests.

Participants expressed considerable dismay that the summer session was not only expected to be self-supporting in meeting instructional and direct administrative costs but was expected to meet continually growing ancillary service recharges as well. In lieu of direct state support, participants took the position that an indirect subsidy for the summer term should be provided through the virtual elimination of all recharges for ancillary services. It was thought that continuing the present policy of recharges would inevitably result in high tuition fees and, therefore, further reductions in enrollment.

Large Private Institutions

Nass University — similar in size, location and problems to the large public institution — furnished the model for private institutions with summer enrollments over 2,500. Like Nass State, the private university had experienced a long period of continued growth followed by a leveling off and a sharp enrollment decline in 1972 while costs increased. For example, the number of credit hours generated dropped from 20,000 in 1970 to 12,650 in 1972. To make matters worse, Nass U, like many private institutions, had become dependent upon the summer program to help carry the school during the summer months and provide year-round support of its constant battle to stay afloat fiscally.

Similar to the public groups, the private school people did not accept "steadily decreasing summer enrollment as an unalterable fact" although they too conceded that the summer "boom" had ended and the market was going through a period of correction.

The participants voiced their strong support for continuing an adequate program of regular courses and advocated that any remedial steps "to

make the program viable¹⁷ be taken cautiously. Specific remedial steps included the following:

1. Employ descriptive research techniques, e.g., questionnaires or interviews to survey the students' needs and interests. Conduct surveys in both the fall and at the conclusion of the summer term in systematic fashion, i.e., data should be continually collected, stored, and analyzed, since one-shot surveying is hardly worth the effort.
2. Take care not to discount quality; however, design summer fee schedules, both for tuition and room/board, as to provide an incentive for attending the summer term. Fee reductions for students, such as senior citizens, taking more than the equivalent of one course, should be given every consideration.
3. Involve the faculty in planning the summer term. Share budget concerns, enrollment trends, student recruitment, etc., with the faculty in order to encourage cooperative planning and participative decision-making.

The participants thought it important that both faculty and student morale not be allowed to erode, since any lack of faith in the summer session could prove detrimental in the long run. To safeguard faculty morale and provide comprehensive curricular offerings, it was suggested that most instructors be guaranteed one course but that they be hired to teach two courses. One course would be guaranteed regardless of enrollment, but the second course would be contingent on the number of students enrolling in it. To combat curriculum erosion, multifarious innovative academic programming which would make use of intensive courses, institutes, short courses, workshops, etc., as well as more standard length courses was recommended. Although little time was allocated to the problem of ancillary services, the private school people agreed that summer session deans must keep the institution's administrative officials sensitive to the fact that the cost of such service must remain secondary to the academic program, i.e., the tail must not be allowed to wag the dog even though the tail may have grown full and bushy during a period of plenty.

Small Private Institutions

The model for representatives from small private institutions with summer enrollments under 2,500 concerned Nass College — a non-denominational institution seeking to provide a liberal arts education for youth and to prepare teachers for the public schools. Nass College, located in the Rocky Mountain Region, had experienced a series of successful summer terms until a sudden dip in summer enrollment occurred in 1972.

Although the drop in enrollment was not overly significant, 4,376 credit units were generated in 1972 compared to a high of 4,610 in 1971, it was

apparent that the national trend of declining enrollments had finally touched the college. In addition to the usual rising instructional and ancillary services costs, a post-mortem of the 1972 summer term showed that (1) despite regional promotional efforts, 99% of the students came from within a 100-mile radius of the campus, and (2) the relationship between the number of students enrolling and the number of credit hours generated was very low.

Like the other three groups, the NASS representatives from small private colleges came together to do battle with the demons of decreasing enrollments, fiscal stringency and eroding curricula. And true to form, the workshop participants endorsed "guarded optimism" and believed that Nass College could utilize the present downtrend as a cleansing solution and, thereby, come up with a refreshed "a la the skinny dip" summer term. Their specific suggestions for developing a viable summer session included most of that which has already been mentioned with two notable additions:

1. The summer term should be made an integral part of the college's academic program by signifying in the general catalog the courses which are scheduled in the summer as well as in the fall or in the spring. Nass College's past practice, as is true at many other schools, was to make no mention of which courses would also be offered in the summer. The suggested practice would allow students to plan ahead and 2-3 year commitments could be given to faculty members.
2. The four institutions of higher education in this particular western city should strive to obtain a closer consortia-like working relationship to reduce program duplication. That way, competition for the same pool of students could be reduced.

Nass College workshop participants also strongly endorsed earmarking a percentage of the budget for "high risk" innovative programs or courses, paying faculty on a per-instructional-unit basis, and reducing ancillary services.

Summary

Essentially, workshop participants viewed the present trend of decreasing enrollment as bottoming out and the perspective for 1973 as positive, although they regarded the era of ever-increasing enrollment growth as coming to an end. The "spirit of St. Louis," with its gateway monument to the pioneers of yesteryear heading west in search of the ever-elusive American dream, seemed to inspire the vigorous interaction which took place in the workshops. To me, our NASS brethren tackled the not-too-fictitious problems of the simulation models with faith, courage, ingenuity and foresight — four significant ingredients of the pioneer spirit.

National Association of Summer Sessions**ANNUAL BUSINESS MEETING****NOVEMBER 16, 1972**

The Annual Business meeting was held in the Lewis and Clark room of the Stouffer's Riverfront Inn, St. Louis, Missouri, on Thursday, November 16, 1972.

President Noyes opened the meeting at 10:15 a.m. by calling for the minutes of the previous Annual Business meeting. Secretary Manning moved that the minutes of the November 11, 1971 Annual Business meeting be approved as published in the Proceeding of the Eighth Annual Conference which had been distributed to all members, institutional and individual. The motion was seconded and so voted.

Treasurer O'Connor gave his report on receipts and disbursements for the period November 1, 1971 to October 31, 1972. It was moved, seconded and so voted to accept the treasurer's report and place it on file.

Chairman Marjorie Johansen read the report of the Auditing Committee. It was moved, seconded and so voted to accept the report and place it on file.

An interim Membership Committee report was given by Chairman Manning who stated the final report would be published in the Proceedings. It was moved, seconded and so voted to receive the interim report.

President Noyes called for the report of the Conference Site Committee. Chairman Meinke reminded the members that the Tenth Annual Conference would be held in Boston, Massachusetts, November 7-9, 1973 at the Statler Hilton Hotel. Boston College will serve as host institution. Chairman Meinke moved that the 1974 Conference be held at the Raddison Hotel, Minneapolis, Minnesota, October 7-9, 1974^a. The motion was seconded and so voted.

Chairman Meinke moved that the Association accept the invitation of Arizona State University to hold its 1975 Annual Conference in the Tempe-Phoenix area. The motion was seconded and so voted. It was moved, seconded and so voted to accept the Conference Site Committee report and place it on file.

Chairman Bruderle made available copies of the report of the Government Relations Committee. It was moved, seconded and so voted to accept the report and place it on file.

^aThe Executive Committee, because of conflicts, changed the dates to October 21-23, 1974.

Michael Nelson, chairman of the Research Committee reported on the activities of his committee through June 1, 1972 and stated that President Noyes had assumed the responsibility for the 1972 Statistical Report. It was moved, seconded and so voted to accept the report.

Newsletter Editor Joseph Pettit gave a concise review of the 1972 Newsletters and requested members to forward to him news of interest for future issues of the Newsletter. It was moved, seconded and so voted to accept the report.

President Noyes called for the report of the Nominating Committee. Chairman Edwards submitted the following slate of officers for 1973:

President, Harriet Darrow, Indiana State University

President-Elect, John Mapp, Virginia Commonwealth University

Treasurer, Lloyd O'Connor, California State University at San Francisco

Secretary, Stuart H. Manning, The University of Connecticut

It was moved, seconded and so voted that the slate of officers presented be elected to office.

President Noyes expressed appreciation for the assistance given him by the officers of the Association and then passed the gavel to incoming President Darrow.

President Darrow called for the report of the Resolutions Committee. Chairman Hardiman read his report. It was moved, seconded and voted to accept the report and place it on file.

The meeting adjourned at 11:00 a.m.

Respectfully submitted,
STUART H. MANNING, *Secretary*

NATIONAL ASSOCIATION OF SUMMER SESSIONS**Statement of Receipts and Disbursements****For the Period November 1, 1971 to October 31, 1972**

Cash Balance, November 1, 1971			\$ 6,870.38
Receipts:			
Dues:	351 @ \$25.00	\$8,775.00	
	1 @ \$23.50	23.50*	
	5 @ \$10.00	50.00	
TV Clips	27 @ \$ 6.00	162.00	
Conf. Reg.	1 @ \$30.00	<u>30.00</u>	9,040.50
Reimbursement of Conference Expenses		248.61	
Reimbursement of original amt. Given to Conference Chairman		1,000.00	
Proceeds over & above Conference expenses		1,499.04	
WASSA contribution to printing of survey questionnaire		84.00	
AUSS contribution to printing of survey questionnaire		<u>48.00</u>	<u>2,879.65</u>
			\$18,790.53
Less Disbursements			<u>11,947.05</u>
Cash Balance, October 31, 1972			\$ 6,843.48
Investment Time Deposit Crocker Citizens Bank San Francisco, California			12,000.00
Interest on Time Deposit			713.51
Investment in Savings Account Crocker Citizens National Bank San Francisco, California			5,000.00
Interest on Savings Account			<u>224.10</u>
Total Assets, October 31, 1972			<u>\$24,781.09</u>

*Collected at Exchange Rate

Lloyd R. O'Connor, Treasurer

ROSS L. ARRINGTON, C.P.A.

1100 Gough Street

San Francisco, California 94109

November 6, 1972

Executive Board
National Association of Summer Sessions
c/o Office of the Summer School
San Francisco State University
San Francisco, California 94132

Gentlemen:

I have examined the STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS of the NATIONAL ASSOCIATION OF SUMMER SESSIONS for the period November 1, 1971 to October 31, 1972. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, the accompanying statement presents fairly the cash receipts and disbursements of the NATIONAL ASSOCIATION OF SUMMER SESSIONS for the period November 1, 1971 to October 31, 1972.

ROSS L. ARRINGTON
Certified Public Accountant

AUDITING COMMITTEE REPORT

The Auditing Committee examined and accepted the statement of receipts and disbursements submitted by Lloyd O'Connor, Treasurer. This statement audited by Ross L. Arrington, C.P.A. covers the period beginning November 1, 1971 to October 1, 1972.

This year the committee commends the Association for its expenditures in the order of research and encourages continued support and expansion of such activity.

The Auditing Committee charges the Executive Committee to come up with a long range financial plan for this Association. Where are we going? We are no longer in our infancy but are a strong growing group and need not have the concerns about the "rainy day" needs. Some determination, therefore, should be made as to what the functions of the Association really ought to be.

Again, I wish to thank my hard working committee members for the time they devoted to making this report possible.

MARJORIE B. JOHANSEN, *Chairman*
JAMES BLACKHURST
CHARLES COLE
DONNA LOU HARDINGHAM

REPORT OF MEMBERSHIP COMMITTEE

The Membership Committee conducted its business by mail during the 1972-73 membership year.

Each member of the committee was supplied membership application forms and were requested to write Directors of Summer Sessions within their region whose institution did not hold membership and enclosed a membership application.

I am pleased to report that the membership for 1972-73 (dues paid prior to annual business meeting, November 16, 1972) was:

339	institutional members
<u>7</u>	individual members
346	total

The membership for the previous year, 1971-72 was:

309	institutional members
<u>7</u>	individual members
316	total

STUART H. MANNING, *Chairman*

Regional Vice Presidents:

PAUL KAUS, Northwestern
 N. LEE DUNHAM, Southwestern
 RICHARD T. DANKWORTH, Western
 NANCY ABRAHAM, East Central
 GORDON TERWILLIGER, West Central
 CHARLES BRUDERLE, Middle States
 GEORGE COLE, New England
 WILLIAM BROTHERTON, Southeastern

CONFERENCE SITE COMMITTEE REPORT

1. The Site Committee wishes to affirm Boston as our convention site for 1973. November 7-9, at the Statler Hilton Hotel. Boston College will serve as host. Rev. George Fuir is their representative here.
2. The Site Committee moves that the convention here assembled ratify the selection of the executive committee of Minneapolis as the site for the 1974 convention at the Raddison Hotel, October 7-9^a. The University of Minnesota will be our host. Mrs. Virginia Anderson is their representative here. Note: This should not interfere with dates selected by AAUS and makes weather problems less likely.
3. The Site Committee recommends and moves the acceptance of the Tempe-Phoenix area as the site for the 1975 convention. Arizona State will serve as host. Denis Kigin is their representative here.
4. The Site Committee asks your approval to postpone the selection of a site for 1976 and encourages the submission of additional invitations from possible hosting schools for our consideration.
5. Dr. Claud B. Green has accepted your chairman's appointment as chairman of the Sites Committee for the ensuing year. Correspondence concerning invitations and sites after this convention should be directed to him at Clemson University.

DARREL MEINKE, *Chairman*
VIRGINIA ANDERSON
WILLIAM BRIGHT
REV. GEORGE FUIR
CLAUD B. GREEN

^a Dates changed to October 21, 22 and 23, 1974.

RESEARCH COMMITTEE REPORT

My duties as chairman of the Research Committee officially ended as of June 1, 1972. Prior to that time, however, I had maintained close communication with Lloyd O'Connor, Research Chairman for WASSA; Leo Coyne, who works with the questionnaires for AUSS; and Don Wallace, Statistics Chairman for North Central Conference on Summer Schools. These three gentlemen constituted, with me, the Research Committee of NASS.

The Committee:

1. Reviewed, approved, and recommended to the Executive Committee the financial support of a research study submitted by Clodus R. Smith, University of Maryland. The Executive Committee approved the recommendation and the study has been completed and distributed.
2. With the superb cooperation of all members of the Committee, the Questionnaire was, we hope, improved upon. Further, NASS undertook to have all the printing done and later distributed the required numbers of Questionnaires (at a prorated cost) to the other three summer organizations.
3. Finally, at the request of President Noyes, a study done for AUSS was distributed during the conference. It was: *A Study of Summer Session Administration* (189 Universities, 186 Four-year Colleges, and 33 Community and Junior Colleges).

MICHAEL U. NELSON, *Chairman*

SELECTED STATISTICAL DATA FOR 1972 SUMMER SESSIONS
 ABSTRACTED FROM JOINT SUMMER SESSIONS QUESTIONNAIRES
 Charles B. Noyes, *University of Mississippi*

TABLE I
NUMBER AND ENROLLMENT OF REPORTING INSTITUTIONS
BY STATE AND TYPE OF INSTITUTION
 (n = 121)

State	Public Institutions		Private Institutions		Total: Public and Private			
	Number of respondents (1)	Total (non-dupl.) enrollment (2)	Number of respondents (3)	Total (non-dupl.) enrollment (4)	Number of respondents (5)	Percent of all respondents (6)	Total (non-dupl.) enrollment (7)	Percent of grand total enrollment* (8)
Arizona	2	31,561	—	—	2	1.6	31,561	6.8
Arkansas	1	6,951	—	—	1	0.8	6,951	1.5
California	6	21,255	4	9,913	10	8.3	31,168	6.7
Colorado	2	10,918	1	3,609	3	2.5	14,527	3.1
Connecticut	2	9,776	3	2,843	5	4.1	12,619	2.7
Delaware	1	7,307	—	—	1	0.8	7,307	1.6
Dist. of Columbia	—	—	2	8,453	2	1.6	8,453	1.8
Georgia	—	—	1	1,734	1	0.8	1,734	0.4
Hawaii	1	13,109	—	—	1	0.8	13,109	2.8
Idaho	1	2,587	—	—	1	0.8	2,587	0.6
Illinois	1	1,900	2	6,357	3	2.5	8,257	1.8
Indiana	3	30,279	2	3,202	5	4.1	33,481	7.2
Iowa	1	4,052	3	4,201	4	3.3	8,253	1.8
Kansas	1	6,632	—	—	1	0.8	6,632	1.4
Kentucky	—	—	1	641	1	0.8	641	0.1
Louisiana	—	—	1	2,743	1	0.8	2,743	0.6
Maine	1	2,641	—	—	1	0.8	2,641	0.6
Maryland	3	16,707	—	—	3	2.5	16,707	3.6

TABLE I (continued)

State	Public Institutions		Private Institutions		Total: Public and Private		Percent of grand total enrollment*	
	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Total (non-dupl.) enrollment		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Massachusetts	1	1,513	6	7,022	7	5.8	8,535	1.8
Michigan	1	6,962	—	—	1	0.8	6,962	1.5
Minnesota	1	15,507	1	638	2	1.6	16,145	3.5
Mississippi	2	9,214	1	1,270	3	2.5	10,484	2.2
Missouri	3	8,775	3	3,841	6	5.0	12,616	2.7
Nebraska	1	6,300	2	2,141	3	2.5	8,441	1.8
Nevada	1	3,142	—	—	1	0.8	3,142	0.7
New Jersey	1	5,170	3	6,279	4	3.3	11,449	2.5
New York	3	10,334	8	16,992	11	9.1	27,326	5.8
North Carolina	4	21,722	1	679	5	4.1	22,401	4.8
North Dakota	1	2,641	—	—	1	0.8	2,641	0.6
Ohio	2	12,400	4	7,896	6	5.0	20,296	4.3
Oklahoma	1	7,453	—	—	1	0.8	7,453	1.6
Oregon	1	7,369	—	—	1	0.8	7,369	1.6
Pennsylvania	—	—	7	9,022	7	5.8	9,022	1.9
Rhode Island	1	3,734	—	—	1	0.8	3,734	0.8
South Dakota	1	1,973	—	—	1	0.8	1,973	0.4
Tennessee	—	—	1	224	1	0.8	224	0.04
Utah	1	8,157	1	8,617	2	1.6	16,774	3.6
Vermont	1	2,669	—	—	1	0.8	2,669	0.6
Virginia	2	12,142	1	1,251	3	2.5	13,393	2.9
Washington	1	14,178	2	2,784	3	2.5	16,962	3.6
Wisconsin	4	27,399	—	—	4	3.3	27,399	5.9
TOTAL	60	354,429	61	112,352	121		466,781*	

TABLE II
NUMBER AND PERCENT OF REPORTING INSTITUTIONS
BY TYPE OF CREDIT HOUR DESIGNATION
(n = 125)

Credit hour designation	Public Institutions		Private Institutions		Public and Private Institutions	
	Number reporting	Percent of all reporting Public Inst.	Number reporting	Percent of all reporting Private Inst.	Number reporting	Percent of all reporting Institutions
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Semester hour	48	76.2	53	85.5	101	80.8
Quarter hour	14	22.2	6	9.7	20	16.0
Other:						
By "enrollment"	1	1.6			1	0.8
By course			1	1.6	1	0.8
By Unit			2	3.2	2	1.6
TOTAL	63	100.0	62	100.0	125	100.0

TABLE III
NUMBER AND PERCENT OF REPORTING INSTITUTIONS
BY LENGTH OF TOTAL SUMMER SESSION
(n = 126)

Session length in weeks	Public Institutions		Private Institutions		Public and Private Institutions	
	Number reporting	Percent of all reporting Public Inst.	Number reporting	Percent of all reporting Private Inst.	Number reporting	Percent of all reporting Institutions
(1)	(2)	(3)	(4)	(5)	(6)	(7)
6	2	3.2	6	9.5	8	6.3
7	1	1.6	4	6.3	5	4.0
7½ & 8	13	20.6	5	7.9	18	14.3
9	6	9.5	7	11.1	13	10.3
10	17	27.0	19	30.2	36	28.6
11	11	17.5	8*	12.7	19	15.1
12	12	19.0	9	14.3	21	16.7
13	0	0.0	4	6.3	4	3.2
14	1	1.6	1	1.6	2	1.6
TOTAL	63	100.0	63	99.9**	126	100.1**

* Includes one session of 10-12½ weeks.

** Does not equal 100 percent because of "rounding".

TABLE IV
NORMAL MAXIMUM CREDIT PERMITTED DURING ENTIRE
SUMMER SESSION VERSUS LENGTH OF SUMMER SESSION
(n = 116)

Session length in weeks	Normal Maximum Credit Permitted										Other units and comments			
	Semester hours							Quarter hours						
	6	7	8-10	11-13	14-16	17-19	20-22	11-13	14-16	17-19		20-22		
6	4	1	3											
7		2	2										Not reported	
7½ & 8			12	4				1					"enrollment"	
9			2	3	2				4			1	"Open"	
10			2	19	7	1			1	4		2		
11				8	6*							1	3	"Grad.—no max." "3 units"
12			1	11	5		1		1	1				"No limit"
13					3									"3 courses"
14				1	1									

* One report based upon a summer session of 10-12½ weeks.

TABLE V
CREDIT HOUR PRODUCTION
SUMMER 1972 VERSUS SUMMER 1971

Credit hours change 1972 Vs 1971	Public Institutions		Private Institutions		Public & Private Institutions	
	Number respondents	% of total respondents — Public Inst.	Number respondents	% of total respondents — Private Inst.	Number respondents	% of all respondents
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Higher than in 1971	4	6.3	10	15.9	14	11.1
Less than in 1971	33	52.4	28	44.4	61	48.4
Change negligible (Less than $\pm 3\%$)	16	25.4	10	15.9	26	20.6
No response or response not usable	10	15.9	15	23.8	25	19.8
TOTAL	63	100.0	63	100.0	126	99.9*

* Total does not equal 100 percent because of "rounding".

TABLE VI
BASIS USED TO DETERMINE SUMMER SESSION SALARIES

Salary basis	Public Institutions		Private Institutions		Public & Private Institutions	
	Number responses*	% total responses from Public Inst.	Number responses*	% total responses from Private Inst.	Number responses*	% of total responses
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Percent of 9 or 10 mos. salary	29	42.6	7	10.8	36	27.1
Percent of 9 or 10 mos. per credit hr. taught	10	14.7	12	18.5	22	16.5
\$ per credit hr. taught without respect to rank	0	0.0	4	6.2	4	3.0
\$ per hr. taught by academic rank	16	23.5	21	32.3	37	27.8
Negotiated on an individual basis	1	1.5	1	1.5	2	1.5
Other	8	11.8	17	26.2	25	18.8
Not reported	1	1.5	1	1.5	2	1.5
Visiting lecturers on individual basis	3	4.4	2	3.1	5	3.8
TOTAL	68	100.0	65	100.1**	133	100.0

* In some instances respondents indicated use of two or more salary bases.

** Does not equal 100 percent because of "rounding".

TABLE VII
 COST PER UNDERGRADUATE CREDIT HOUR
 FOR IN-STATE (RESIDENT) STUDENTS

Cost per unit in dollars	Public Institutions		Private Institutions		Public & Private Institutions	
	Semester hour	Quarter hour	Semester hour	Quarter hour	Semester hour	Quarter hour
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Less than 15	5	2			5	2
15-17	5	2			5	2
18-20	11	1			11	1
21-23	2		1		3	
24-26	10	1			10	1
27-29	2	1	1		3	1
30-32	2		4		6	
33-35			5		5	
36-38				1		1
39-41			5	1	5	1
42-44				1		1
45-47			6		6	
48-50			8		8	
51-53			3		3	
54-56			2		2	
57-59						
60-62			4		4	
63-65			1		1	
Above 65			9		9	

TABLE VIII
ACTIVITIES INCLUDED IN SUMMER PROGRAM

Summer programs include	Public Institutions		Private Institutions		Public & Private Institutions	
	Number responses	% of total responding Public Inst.	Number responses	% of total responding Private Inst.	Number responses	% of total responding Institutions
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Non-Cr. Courses	45 (19)	73.8 (31.1)	41 (18)	66.1 (29.0)	86 (37)	69.9 (30.1)
Lecture Series	37 (16)	60.6 (26.2)	23 (8)	37.1 (12.9)	60 (24)	48.8 (19.5)
Funded Institutes	56 (18)	91.8 (29.5)	35 (11)	56.4 (17.7)	91 (29)	74.0 (23.6)
Inst. Supported	51 (27)	83.6 (44.3)	40 (17)	64.5 (27.4)	91 (44)	74.0 (35.8)
Inst. & W'kshops						
Plays or Concerts	53 (16)	86.9 (26.2)	34 (11)	54.8 (17.7)	87 (27)	70.7 (22.0)
Intramurals	24 (6)	39.3 (9.8)	18 (5)	29.0 (8.1)	42 (11)	34.1 (8.9)
Student Government	13	21.3	2	3.2	15	12.2
Faculty Senate	15	24.6	3	4.8	18	14.6
Meetings			(1)	(1.6)	(1)	(0.8)
Overseas Course	39	63.9	25	40.3	64	52.0
Offerings	(19)	(31.1)	(10)	(16.1)	(29)	(23.6)
Youth Programs	44	72.1	33	53.2	77	62.6
— HS	(16)	(26.2)	(11)	(17.7)	(27)	(22.0)
Recreation	54 (18)	88.5 (29.5)	38 (11)	61.3 (17.7)	29 (29)	74.8 (23.6)

Note: Number in parentheses gives corresponding figures for respondents who indicated direct responsibility for the activity.

REPORT OF NEWSLETTER EDITOR

Four issues of the NASS NEWSLETTER were published in 1972 in January, April, August and October. As in past years the January issue was devoted to a summary of the previous annual meeting, but it also included a request by our President-elect for suggestions for program ideas for the 1972 national meeting. The April featured an announcement of the annual meeting including topics and speakers (which held true to an amazing degree in our present meeting) as well as news of regional meetings. Also publicized was the major study of summer sessions completed by our good friend, Dr. Charles Cole of the George Washington University. In the April issue we carried for the first time recommendations on articles and publications of interest to summer session administrators. In August we again described the annual meeting and included a registration form for meeting and a hotel reservation card. Experience has shown, however, that the tours featured should also have been described in the issue. Also in the summer issue, news of innovative programs was given as well as the generally distressing news of current enrollments. The last item was entitled "Personal Mention" and concerned news about individual members. Finally the October issue carried the detailed program for the annual meeting and included information of tours and other places of local interest. Registration forms and hotel cards were again distributed with this issue.

In quantitative terms these four issues involved printing a total of 6,600 NEWSLETTERS at a total cost for printing, postage, editorial assistance and causal labor of just under two thousand dollars.

While our mailing list is constantly updated to reflect new members, anyone not receiving their issue of the Newsletter should contact the editor as soon as possible.

Recommendations for next year are invited from all members and of greatest importance is your assistance in providing copy for the NEWSLETTER. Contributions of short essays on substantive issues facing summer session administrators in the years to come would be most welcome. Please send me all news of interest and we will try to include it all.

JOSEPH PETTIT, *Editor*

NOMINATING COMMITTEE REPORT

The Nominating Committee met on Tuesday, November 14, 1972 at 10:30 a.m., to select a slate of officers for 1973. The Nominating Committee is pleased to present the following slate:

PRESIDENT: Harriet D. Darrow, Indiana State University, Terre Haute, Indiana

PRESIDENT-ELECT: John A. Mapp, Virginia Commonwealth University, Richmond, Virginia

SECRETARY: Stuart H. Manning, University of Connecticut, Storrs, Connecticut

TREASURER: Lloyd R. O'Connor, California State University, San Francisco, California

Respectfully submitted,

WILLARD EDWARDS, *Chairman*

NANCY ABRAHAM

GEORGE COLE

CHARLES BRUDERLE

PAUL KAUS

N. LEE DUNHAM

RICHARD T. DANKWORTH

GORDON TERWILLIGER

WILLIAM A. BROTHERTON

REPORT OF THE RESOLUTIONS COMMITTEE

Be it resolved that the National Association of Summer Sessions thanks the host institution Washington University and positively commends Michael Nelson and his staff for the excellent and efficient arrangements for the 1972 meeting. NASS wishes especially to commend Mr. Nelson for his selection of facilities.

Be it resolved that the National Association of Summer Sessions thanks Charles E. Noyes for calm, effective and diligent leadership during this past year. Be it also resolved that President-elect Harriet Darrow and her committee be commended for the excellent quality of the programs at this 1972 meeting.

The committee has discussed the question of resolutions and the type of resolution that should be proposed. It wishes to go on record as recommending that serious consideration be given by all members of the association, and by regional and state groups to the proposal of items of concern for formal resolution by this conference.

MILTON HARDIMAN, *Chairman*
GEORGE FUIR
GEORGE COLE

Appendix I

CONSTITUTION AND BYLAWS

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

*(Amended at Philadelphia, Pennsylvania, December 4, 1969)*ARTICLE I—*Name*

The name of this Association shall be The National Association of Summer Sessions.

ARTICLE II—*Purpose*

The purpose of the organization shall be the development of summer session standards and programs. All activities of the Association shall be exclusively for educational purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code of 1954.

ARTICLE III—*Membership*

Section 1. Membership in the Association shall be institutional and individual.

- a) Institutional voting membership shall be open to colleges and universities having summer programs and which maintain accreditation by one of the regional associations accrediting institutions of higher learning. Colleges and universities outside the United States may become institutional members by a majority vote at the annual meeting.
- b) Individual non-voting membership shall be open to those who are not affiliated with an institution eligible for institutional membership but who have a professional interest in the purpose of the Association.

Section 2. Annual dues assessed to institutions and individuals shall be established by vote of the membership upon recommendation of the Administrative Council.

Section 3. New members shall be admitted in accordance with the procedure outline in the Bylaws.

Section 4. At its first annual meeting the membership of the organization shall be constituted of those institutions submitting declaration of an intention to fulfill the spirit of Article II of this Constitution, and payment of dues as established at the organization meeting to a *pro-tem* Executive Committee approved at the organization meeting at Washington, D.C., April 27-28, 1964.

ARTICLE IV—*Representation*

Section 1. Each member institution shall receive one vote on any question before the Association.

Section 2. Although each institution may send as many delegates to the annual meeting as it deems consistent with the purpose of the Association, each institution shall be officially represented by the person responsible for the Summer Session program, or his designee.

ARTICLE V—*Administrative Organization*

Section 1. The Administrative Council is the governing body of the Association and shall consist of:

- a) The officers of the Association: President, President-elect, Secretary, and Treasurer.
- b) One Vice President from each of the geographical areas designated as Association regions in the Bylaws.
- c) The immediate past President.
- d) The President, immediate past President, President-elect, Secretary and treasurer shall constitute the Executive Committee of the Administrative Council.

Section 2. The Executive Committee is authorized to conduct the business of the organization between annual meetings. It shall fill *ad interim* vacancies in the organization.

Section 3. Upon dissolution of the Association, the Council shall provide for the payment of all debts of the Association, then shall dispose of all remaining assets in a manner consistent with the purposes of an exempt organization within the meaning of section 501 (c) (3) of the Internal Revenue Code of 1954.

ARTICLE VI—*Meetings*

Section 1. At least one meeting of the Association shall be held in each calendar year as determined by the Executive Committee. Ordinarily this meeting shall be held in conjunction with the Annual Conference of the Association.

Section 2. Special meetings of the Association may be called by the Executive Committee providing that six-weeks' notice is given to each member institution.

ARTICLE VII—*Amendments*

Section 1. Amendments may be voted on at any annual meeting, provided they are:

- a) submitted to the Administrative Council in writing at least sixty (60) days before the annual meeting.
- b) recommended by the Administrative Council for adoption at the annual meeting and circulated by the Council to the membership at least fifteen (15) days before the annual meeting.

Section 2. Amendments to this Constitution may be offered to the Association at any annual meeting. If accepted for action by majority vote of those in attendance, the amendments shall be voted on at the next annual meeting.

Section 3. Adoption of amendments shall be by a two-thirds affirmative vote of the members in attendance at the annual meeting.

ARTICLE VIII—*Bylaws*

Bylaws may be enacted or amended at any regular meeting of the Association by a majority vote of member institutions in attendance at the meeting.

BYLAWS

(Amended at South Bend, Indiana, November 21, 1968)

ARTICLE I

In all matters not covered by its Constitution and Bylaws, this Association shall be guided by Robert Rules of Order Revised.

ARTICLE II—*New Members*

Section 1. Any college or university seeking membership in the National Association of Summer Session shall apply in writing to the Secretary of the Association.

Section 2. The following criteria shall determine eligibility for membership:

- a) Accreditation by one of the regional associations accrediting institutions of higher learning.
- b) Article III, Section 1 of the Constitution establishes criteria by which institutions of higher learning outside of the United States may become members.
- c) Only non-profit institutions shall be accepted for membership.

Section 3. New members who meet the criteria referred to in Section 2 shall be accepted as members.

ARTICLE III—*Dues*

Section 1. The annual institutional dues shall be \$25.00 or as designated by the Administrative Council. Individual members' dues shall be \$10.00. Payment of institutional dues shall establish voting eligibility at the annual meeting.

Section 2. Failure to pay annual dues prior to the opening of the annual business meeting shall result in removal of the institution from membership.

ARTICLE IV—*Powers and Duties of Officers*

Section 1. The President, or in his absence the President-elect, shall preside at all meetings of the Association and the Administrative Council and the Executive Committee. In addition, the President shall perform the duties customarily associated with the office of the President.

Section 2. The President-elect shall be the Annual Conference Program chairman.

Section 3. The Secretary shall keep minutes of all regular and special meetings of the Association and the Administrative Council and Executive Committee.

Section 4. The Treasurer shall collect the annual dues of the Association, receive monies, make disbursements in the name of the Association, be bonded and maintain an official membership roster.

Section 5. The Administrative Council, by a two-thirds vote of its membership, may authorize the Executive Committee to act in the name of the Council. Such authorization may be rescinded by a majority vote of the Council membership.

ARTICLE V—*Regions*

The following geographical regions are established for the purpose of providing regional representation on the Council and for such other purposes as may prove convenient.

NORTHWESTERN
Alaska, Idaho, Montana, Oregon,
Washington, Wyoming

SOUTHWESTERN
Arkansas, Oklahoma, New Mexico,
Texas, Missouri

WESTERN
Arizona, California, Colorado,
Guam, Hawaii, Nevada, Utah

WEST CENTRAL
Iowa, Kansas, Minnesota, Neb-
raska, North Dakota, South Dakota

EAST CENTRAL
Illinois, Indiana, Kentucky, Michigan,
Ohio, West Virginia, Wisconsin

MIDDLE STATES
Delaware, District of Columbia,
Maryland, New Jersey, New York,
Pennsylvania, Virginia

NEW ENGLAND
Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Ver-
mont

SOUTHEASTERN
Alabama, Canal Zone, Florida, Geor-
gia, Louisiana, Mississippi, North
Carolina, Puerto Rico, South Caro-
lina, Tennessee, Virgin Islands

ARTICLE VI—*Elections and Appointments*

Section 1. The President shall appoint a nominating committee made up of one and not more than two members from each region. This committee shall nominate candidates for President, President-elect, Secretary, and Treasurer at the annual meeting.

Section 2. Officers shall be elected by majority vote of the members at the annual business meeting.

Section 3. Regional Vice Presidents

The Executive Committee is empowered to provide for regional representation on the Administrative Council.

Section 4. Administrative Council members shall hold office for one year.

Section 5. No member of the Administrative Council, except the Secretary and Treasurer, shall serve more than two consecutive terms in the same capacity. *Ad interim* and *pro tem* appointments shall not apply.

Section 6. Standing and *ad hoc* committees shall be appointed by the President with the approval of the Executive Committee.

ARTICLE VII—*Quorum*

A quorum shall consist of thirty percent of the member institutions represented at the annual meeting.

**NATIONAL ASSOCIATION OF SUMMER SESSIONS
NINTH ANNUAL MEETING**

Participants

Nancy Abraham
University of Wisconsin - Madison
William Agee
American University
Richard Albert
Bryant College
Dale Allerton
University of Pittsburgh
Virginia Anderson
University of Minnesota
J. Niel Armstrong
North Carolina A & T State University
Gordon Atkins
University of Redlands

Samuel Barkat
The King's College
John R. Benoit
University of Maine - Orono
Paul Betz
St. Joseph's College
James Blackhurst
State University of New York - Buffalo
Jack Blendinger
University of California - San Diego
Earl J. Boggan
D'Youville College
Andrew Bond
Tennessee State University
Jean Boudreaux
University of Southwestern Louisiana
Paul Bradley
California State University - San Jose
David T. Brigham
Bentley College
William Bright
California State University - Los Angeles
William Brotherton
Memphis State University
Charles Bruderle
Villanova University
Thomas J. Bryde
Iona College
Paul Busch
Trinity University

Kevin Cadigan
Temple University

George Caviness
Walla Walla College
Marvin Clark
Rensselaer Polytechnic Institute
Charles W. Cole
George Washington University
George Cole
Southern Connecticut State College
Ronald C. Collman
Clatsop Community College
Leslie J. Coyne
Indiana University
James Cronin
Wesleyan University

Richard T. Dankworth
University of Nevada - Reno
Harriet Darrow
Indiana State University
Willard M. Deal
Appalachian State University
Robert Donovan
University of Dayton
Max Douglas
Indiana State University
George W. Dumstorff
Bellarmine-Ursuline College
Lee Dunham
Baylor University
Edward Durnall
University of New Hampshire

Willard Edwards
California State University - Northridge
Seth Ellis
University of North Carolina - Charlotte
Edward Enzor
Abilene Christian College
Rozanne Epps
Virginia Commonwealth University

Lenora Favor
Emory University
Stephen Foster
Southern Illinois University - Carbondale
Geore Fuir
Boston College

Harry Gaffney
University of Missouri - St. Louis
Betty E. Garner
University of Maryland
R. W. Geter
Purdue University
George H. Gibson
University of Delaware
John J. Gilheany
Catholic University
Clayton Gjerde
California State University - San Diego
John D. Giovannini
St. Norbert College
Max Graeber
University of Richmond
Claud Green
Clemson University
Ernest M. Greenberg
New Hampshire College
James M. Griffin
Hampton Institute
Russell A. Griffin
Case Western Reserve University

Robert S. Hale
County College of Morris
Milton Hardiman
Lincoln University
Donna Lou Hardingham
Rutgers - The State University
Robert L. Hasenstab
Mercy College of Detroit
Thomas Heaton
Fairleigh Dickinson University
Wayne Hoof
Montgomery College
David Hooten
Rochester Institute of Technology
John Hough
Mars Hill College

Marjorie B. Johansen
University of California - Los Angeles
W. Hubert Johnson
University of Nevada - Las Vegas
William Jones
Emory University
Lawrence Juhlin
Greenville College
Richard Jungkuntz
Pacific Lutheran University
James J. Kafka
University of Minnesota

Paul Kaus
University of Idaho
Russell Keeling
Southwest Missouri State University
Barbara Kennedy
College of Mount St. Vincent
Denis Kigin
Arizona State University
Howard Knag
Queen's College - CUNY
Alfred C. Koester
Valparaiso University
C. F. Kolb
North Carolina State University - Raleigh

P. J. Larson
North Park College
Russell T. Lauper
C. W. Post College of
Long Island University
Kenneth Laws
Dickinson College
George Leach
University of Northern Colorado
Sr. Dymphana Leonard
Marymount Manhattan College
Bernard L. Linger
Ohio Northern University
Mary Ludwig
University of Southern California

Sr. Mary James McCaney
Gwynedd-Mercy College
Rogers McCannon
Drake University
Bruce McCart
Augustana College
Thomas McLeRoy
University of Wisconsin - Whitewater
Henry R. Malecki
Loyola University - Chicago
Stuart H. Manning
The University of Connecticut
John Mapp
Virginia Commonwealth University
Charles Medearis
Elgin Community College
Darrel Meinke
Concordia Teacher's College
Joseph B. Miller
John Carroll University
Takeshi Moriwaki
University of Hawaii

Donald Neiser
 Elizabethtown College
 Michael U. Nelson
 Washington University
 John Newby
 Spring Arbor College
 Charles E. Noyes
 University of Mississippi
 Lloyd R. O'Connor
 California State University - San Francisco
 Charles Orr
 North Carolina Central University
 Edward Overton
 University of Richmond

Milton Partridge
 Xavier University
 John S. Penn
 University of North Dakota
 Percival Perry
 Wake Forest University
 Joseph Pettit
 Georgetown University
 R. V. Phillips
 University of Vermont
 Richard C. Pisano
 North Carolina Pembroke State University
 Marvin Platz
 California State University - San Diego
 Stanley R. Pliska
 Old Dominion University

Sister Regina
 Caldwell College
 David J. Remondini
 Gonzaga University
 Orvin Richardson
 Ball State University
 Robert W. Richey
 Indiana University
 William A. Rowen
 Wagner College

Paul Saimond
 State University of New York - Albany
 Anne E. Scheerer
 Creighton University
 John Shisler
 Ithaca College
 William Small
 University of Maine - Portland
 Clodus Smith
 University of Maryland

Lamond Smith
 Trenton State College
 Frank Sorenson
 Western Illinois University
 Wesley Stevens
 Western Illinois University

Donald G. Tarbet
 University of North Carolina - Chapel Hill
 Richard Teaff
 Ohio Dominican College
 Gordon Terwilliger
 Wichita State University
 J. D. Thomas
 Freed-Hardemann College
 Lee Transier
 Temple University

John Valaske
 University of Wisconsin - Parkside - Kenosha
 James V. Van Ness
 University of Maryland
 John Van Osdale
 University of Wisconsin - Stout - Menomonic

Thomas E. Wagner
 University of Cincinnati
 William Walker
 Mars Hill College
 Robert Walters
 Delta State College
 Norman Watt
 University of British Columbia
 Jackson Wells
 University of Denver
 Henry F. White
 Bronx Community College - CUNY
 H. Francois Wilkinson
 Harvard University
 E. K. Williams
 Savannah State College
 George Williams
 University of Denver
 Lawrence Winkler
 George Washington University
 James R. Wolfe
 Boise State College
 Frank Woods
 University of Rhode Island
 David Wuerthele
 Springfield College

